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ABSTRACT

The course of study for students in lower secondary schools in Japan is outlined in this document. The first of four chapters puts forth the general provisions that Japanese lower secondary schools should seek to follow. Comprising the greater part of the volume, the second chapter outlines the objectives to be achieved by students in nine subject areas. For each of the nine subjects (Japanese language, social studies, mathematics, science, music, fine arts, health and physical education, industrial arts and homemaking, and foreign languages), an overall objective is listed followed by specific objectives and contents. For some subjects, the objectives and contents are organized by grade level--first, second, and third (of the lower secondary school). With other subjects, such as social studies and science, the specific objectives and contents are organized by field; for example, social studies standards are organized by geography, history, and civics. The third chapter puts forth the objectives and content for the class on moral education. The fourth chapter focuses on special activities, listing objectives to be achieved in pupil activities, school events, and classroom guidance. An extract from the enforcement regulations of the school education law is included in an annex. (DB)

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COURSE OF STUDY FOR LOWER SECONDARY SCHOOLS IN JAPAN

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1983

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COURSE OF STUDY FOR LOWER SECONDARY SCHOOLS IN JAPAN

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PREFACE

The present Course of Study for Lower Secondary Schools was officially announced on 23 July, 1977 (Notification No.156 of the Ministry of Education, Science and Culture) and was put into effect on 1 April, 1981.

It is hoped that the English version of the Course of Study for Lower Secondary Schools will serve to introduce abroad the contents of lower secondary education in Japan. The translation has been prepared by the National Institute for Educational Research.

Educational and Cultural Exchange Division
Unesco and International Affairs Department
Science and International Affairs Bureau
Ministry of Education, Science and Culture

February, 1983

Course of Study for Lower Secondary Schools

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CHAPTER 1 GENERAL PROVISIONS

1. Each school should formulate a proper curriculum in compliance with the provisions of the laws and regulations concerned and those indicated in this Chapter hereinafter, in order to accomplish the educational aim of well-balanced development of individual students as human beings, with full consideration for the actual conditions of the school and its locality, and for the students' level of mental and physical development and their individual characteristics.

2. It should be a basic principle that moral education in the school should be provided throughout all the educational activities of the school. Therefore, proper instruction for moral development should be given, not only in the hours for Moral Education, but also in the hours for each Subject and Special Activities, in conformity with their respective characteristics.

In carrying out moral education at school, due consideration should be given to establishing closer human relationship between teachers and students and among students themselves, and to guiding thoroughly the practice of moral codes in the basic behaviour of everyday life in co-operation with the home and the local community concerned.

3. For physical education in school, proper guidance should be given through all the educational activities of the school. In particular, for the improvement of physical strength and for the maintenance and promotion of good health and safety, adequate guidance should be given not only in the hours of Health and Physical Education but also in the hours for Special Activities and other educational activities. At the same time, the practice of appropriate physical exercises in daily life should be encouraged through such guidance.

4. All the items listed under the Contents prescribed in the following chapters concerning each Subject, each Field, Moral Education and Special Activities should be dealt with in all schools except in special cases otherwise indicated.

If necessary, the school may add some other contents not indicated in the following chapters. In this case, however, the objectives of each Subject and each Field for each grade and the objectives and contents of Moral Education and Special Activities prescribed in this Course of Study should not be neglected, nor should the burden be too heavy upon the students.

5. The gradewise order of the instruction items for each Subject is not necessarily to be followed, in such special cases as in classes which combine two or more grades, provided that the objectives of each Subject can be achieved.

6. The following points should be considered for the elective subjects:

(1) Every student should be required to take more than one elective subject in each grade. Proper consideration should be paid to the future course of life and traits of each student, so that the students can study the elective subject(s) most suitable for them.

(2) Students in Grade 1 or Grade 2 should learn a foreign language or other specially necessary subject(s) indicated in Section 10 of Chapter 2. Students in Grade 3 should study one or more subjects from among Music, Fine Arts, Health and Physical Education, Industrial Arts and Home-Making, Foreign Languages or other necessary subject(s) indicated in Section 10 of Chapter 2.

(3) With regard to Foreign Languages, students learn one language from among English, German, French or other languages, beginning in Grade 1.

7. The following points should be considered for the school hours:

(1) The Annual teaching programme should be made to cover more than thirty-five school weeks for each Subject, Moral Education and Special Activities (only those related to the activities of classroom assembly, activities of clubs and classroom guidance excluding school lunch programme; this is also applied to (2) below.) The total school hours per week should not be a burden to the students. Furthermore, the daily hours for the school lunch, recesses, etc. should be properly determined at each school.

(2) A unit school hour of class for each Subject, Moral Education and Special Activities should be fixed at fifty minutes as a rule, but it may be determined at each school depending on the actual conditions of the school and the students.

(3) For the activities of the student's association and school events among Special Activities, the proper number of school hours should be allocated by month, school term or year, according to the nature of the activities.

8. In each school, a concrete and harmonious teaching programme should be worked out creatively and imaginatively by taking the following items into consideration:

(1) Developmental and systematic instruction should be provided by interlinking the programme of each Subject, Moral Education and Special Activities.

(2) The order of items of the Contents listed under each grade for each Subject and each Field indicated in Chapter 2 is not necessarily the order to be followed, except in the cases specifically mentioned. Therefore, each school should provide effective instruction, devising appropriate means for the synthesis of teaching items, their order of presentation, and determining the emphasis to be placed.

9. In addition, the following items should be taken into consideration:

(1) Efforts should be made to improve the language environment in school life so that the students perform their language activities properly.

(2) Efforts should be made for grasping accurately, through all educational activities of the school, the abilities and aptitude of each student and for helping the students to develop their abilities and aptitude. Planned and systematic guidance for their future course of life is to be provided to each student.

(3) Good human relationships should be fostered between teachers and students and among students themselves to make student guidance effective.

(4) Well-planned utilization of the school library and teaching materials and aids, including audio-visual aids, should be encouraged.

(5) Proper guidance should be provided to slow-learners and mentally and physically handicapped students in accordance with their actual conditions.

(6) The results of teaching should be continuously evaluated and efforts should be made to improve instruction.

CHAPTER 2 SUBJECTS

Section 1 Japanese Language

I. OVERALL OBJECTIVES

To enhance the ability to accurately understand and express the Japanese language, to deepen the recognition of the Japanese language, to enrich the sense of language, and to cultivate an attitude of respect towards the Japanese language.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To develop the ability to speak and write accurately one's own thoughts, and to develop an attitude to express oneself positively.

(2) To develop the ability to write characters rapidly and accurately, and to develop an attitude to copy characters willingly.

(3) To develop the ability to understand correctly the content of speech or passage, and to develop the positive attitudes to listen to speech and to read books.

(4) To acquire basic knowledge of the Japanese language in order to utilize it for expression and understanding.

2. Contents

A. Expression

1) To give instruction on the following in order to acquire the ability of expression in the Japanese language.

a. To find topics and materials from among objects of daily life, and to develop them into concrete ideas on the items to be expressed.

b. To confirm one's own thoughts, and to express theme or main point accurately.

c. To select necessary items, and to express them by clarifying the important points.

d. To develop ideas based on the theme or main point.

to arrange necessary materials, and to put them in order paying attention to the whole structure and end of paragraphs.

e. To select and use the appropriate words to illustrate the items and feelings to be expressed.

f. To describe concretely, so that the readers can understand clearly the state, scene and process of the matter.

g. To pay attention to the rules of orthography, and to write sentences using appropriate punctuation marks, etc.

h. To re-read the passages written by oneself, and to refine them by examining orthography expression.

i. To speak and read aloud, paying attention to sound, wording, speed, etc.

j. To catch questions asked by others, and to respond correctly.

2) To give instruction to the following for copying characters.

a. To understand the ways to copy using a hard pen and writing brush, to write characters, while paying attention to the shape, size and layout of the characters.

b. To become familiar with writing in Chinese characters in block style and in Japanese letters *(Kana)*, to comprehend the basic way of writing characters in semi-cursive style, and to practise it.

B. Understanding

To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To grasp the essential and main topics of speeches and passages, and to summarize them whenever necessary.

b. To grasp the ways of observation, and of thinking expressed in the speeches and passages.

c. To understand accurately the meaning of words in the context of a sentence.

d. To read through a passage, and to grasp its theme or main point in accordance with its expressions.

e. To grasp the structure and sequence of a whole sentence.

f. To read and appreciate the scenes and human feelings expressed in the passage.

g. To read sentences with particular attention to the scene, process and development of logic.

h. To appreciate the content and expression of a passage by declamation.

i. To grasp accurately necessary content after listening to the whole speech.

Linguistic Items

1) To give instruction on the following in order to develop the ability of expression and understanding in the Japanese language.

a. To pay attention to the semantic articulation and transition of a passage, and to examine the passage structure, function of paragraph, correlation of paragraphs, correlation of sentences, etc.

b. To pay attention to the semantic articulation and transition of clause, and to examine the clause structure, the order and correspondence of elements of a clause, the expression at the end of a clause, etc.

c. To understand the composition of words the grammatical classification of words and their conjugation, and to pay attention to the functions of demonstratives, particles, auxiliary verbs, conjunctions, and other words which have similar functions.

d. To pay attention to the meaning and usage of words, in particular the relation of the meaning stated in a dictionary and the contextual one, meaning of idiom, differences in meaning of synonyms, etc.

e. To enrich vocabulary.

f. To comprehend verbal and written language, standard and dialectal language, sounds and letters, way of description, etc., and to become familiar with the usage of honorific expressions.

2) To give instruction on the following with regard to the Chinese characters.

a. To become familiar with reading of the Chinese characters shown in the list of Chinese characters allocated to each grade, as indicated in the Japanese Language, Section 1, Chapter 2 of the Course of Study for Elementary School (hereinafter referred to as 'list of Chinese characters'), and further to read about 250 to 300 additional Chinese characters (*Zyōyō Kanji*).

b. To write about 900 Chinese characters shown in the list of Chinese characters by grade. In addition, to try to use properly, if needed, additional Chinese characters learned under a.) above.

Second Grade

1. Objectives

(1) To widen the way of observing and of thinking, to acquire an ability to express fluently, and to develop an attitude to devise the way of expression.

(2) To acquire an ability of writing characters correctly, beautifully and quickly, and to develop an attitude to copy characters by his own way.

(3) To enhance the ability to understand the content of speech and passage, and to develop an attitude to enrich oneself by listening positively to speeches and becoming familiar with reading books.

(4) To deepen the knowledge of national language, to utilize it for expression and understanding, and to recognize the characteristics of the Japanese language.

2. Contents

A. Expression

1) To give instruction on the following in order to acquire the ability of expression in the Japanese language.

a. To find topics and materials in a wider perspective and to enrich ideas on the items to be expressed.

b. To deepen one's own thoughts, and to express theme or main point accurately.

c. To differentiate between facts and opinions, and to express paying attention to the central and peripheral parts.

d. To consider the composition according to the basic ideas, utilizing concrete materials, and to develop the whole structure in articulating the paragraphs.

e. To use properly words suited to the context, according to the content to be expressed.

f. To describe concretely grasping exactly the change in situation, behaviour, sentiment, etc.

g. To become familiar with the rules of orthography, and to write sentences properly using punctuation marks, etc.

h. To re-read the passages written by oneself, and to refine them by confirming orthography and improving the expressions.

i. To speak and read aloud, paying attention to sound, wording, speed, etc. and to expressions.

j. To catch correctly questions asked or views expressed by others, and to respond properly.

2) To give instruction on the following for copying characters.

a. To copy with proper judgement on the shape, size and layout of characters, to select proper tools, and to copy effectively.

b. To understand the block-style and basic semicursive style of Chinese characters, together with the ways to write Japanese letters (*Kana*) suited to the above styles of Chinese characters.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To grasp the contents according to the development of the speeches and passages, and to summarize them whenever necessary.

b. To examine the ways of observation and of thinking contained in the speeches and passages, and to widen one's own ways of observation and of thinking.

c. To grasp the meaning and feeling of phrases in the context of a passage, and to comprehend its usage.

d. To read a passage examining the development, and to grasp its theme or main point.

e. To read and differentiate between the central part and peripheral part of a passage, and to grasp the logical structure and development of it.

f. To read and appreciate a passage, paying attention

to the ways of describing the nature and personality.

g. To read a passage paying attention to the difference between facts and opinions, explanation and description, etc.

h. To declaim in accordance with the style of passage, and to deepen the appreciation.

i. To listen to and differentiate between the central part and peripheral part of a speech, and to grasp the main topic and purpose.

Linguistic Items

1) To give instruction on the items stated under 1) of Linguistic Items for Grade 1, on the basis of the objectives for Grade 2, in order to develop the expression and understanding in the Japanese language.

2) To give instruction on the following with regard to the Chinese characters.

a. To be used of reading of additional Chinese characters learned in Grade 1, and further to read another 300 to 350 additional Chinese characters.

b. To write about 1,000 Chinese characters mainly shown in the list of Chinese characters by grade. In addition, to try to use properly, if needed, additional Chinese characters learned under a. above.

Third Grade

1. Objectives

(1) To deepen the ways of observing and thinking, to acquire the ability to express properly according to the purpose or situation, and to develop an attitude to utilize the ability of expression in daily life.

(2) To acquire the ability of writing characters correctly, beautifully and quickly according to the purpose or necessity, and to develop an attitude to utilize the ability of copying characters in daily life.

(3) To acquire the ability to understand correctly the content of speech and passage according to the purpose or situation, and to develop an attitude to listen positively to other's speech and to utilize reading books in daily life.

(4) To improve the knowledge of the Japanese language, to utilize

it for expression and understanding, and to recognize the characteristics of the Japanese language.

2. Contents

A. Expression

1) To give instruction on the following in order to acquire the ability of expression in the Japanese language.

a. To select the proper topics and materials according to the purpose or situation, and to deepen their thoughts on the items to be expressed.

b. To deepen one's own thoughts, and to express theme or main point accurately.

c. To devise procedures to explain, based on a solid foundation.

d. To consider the composition according to the basic ideas, utilizing concrete materials, and to develop the whole structure in devising the composition.

e. To devise the usage of words considering the purpose or effect of expression.

f. To write sentences appropriately differentiating the explanation and the description accordingly with the content.

g. To acquire the rules of orthography, and to write sentences properly using punctuation marks, etc.

h. To examine conditions of good passages, and to refine them using better expressions according to the purpose.

i. To speak and read aloud paying attention to proper sound, wording, speed, etc.

j. To catch correctly questions asked or views expressed by others, and to respond properly.

2) To give instruction on the following for copying characters.

a. To consider the appropriate style in accordance with the purpose and necessity, and to copy characters harmoniously by making use of the characteristics of individual tools.

b. To deepen the understanding of the characters copied, their style and layout, and to appreciate their beauty.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To grasp the correct meaning according to the development of the speeches and passages, and to summarize them according to the purpose and necessity.

b. To grasp the characteristics of ways of observation and of thinking of speakers and writers, and to examine their effects on expression.

c. To understand the effective usage of words in the context of a sentence, and to utilize it in one's usage.

d. To grasp the theme or main point of a sentence, and to develop one's thoughts on them.

e. To understand logical composition and development of a passage, and to grasp the ways the writer thinks.

f. To think of the human beings, society, nature, etc., by reading a sentence, and to have a consistent view on them.

g. To read a passage paying attention to the ways of expression and the specific features of sentence-style.

h. To declaim in a way to highlight the features of the passage, and to deepen the appreciation.

i. To consider the speaker's point of view and basis of speech, and to grasp speaker's real intention.

Linguistic Items

1) To give instruction on the items stated under 1) of Linguistic Items for Grade 1, on the basis of the objectives for Grade 3, in order to develop the ability of expression and understanding in the Japanese language.

2) To give instruction on the following with regard to the Chinese characters.

a. To be used of reading of Chinese characters learned in Grades 1 and 2, and further to read the most of other additional Chinese characters.

b. To write about 1,000 Chinese characters, mainly shown in the list of Chinese characters by grade. In addition, to try to use properly, if needed, additional Chinese characters learned under a. above.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL THREE GRADES

1. In preparing the teaching programme, consideration should be given to provide effective instruction by organizing learning activities suitable for each Grade and by ensuring close relationship among A., B. and Linguistic Items of the Contents for each Grade under II. above.

2. The proportion of school hours to be allocated to the instruction of composition and copying characters in A. of the Contents for each Grade (specified under II. above) to the total number of school hours for the Japanese language should be as follows:

(1) The proportion of the instruction for composition should be between two-tenths to three-tenths for each grade.

(2) The proportion of the instruction for copying characters should be around two-tenths for Grade 1 and one-tenth for Grade 2. Teaching in Grade 3 should be done in an appropriate and systematic way, at the teacher's discretion.

3. In teaching items under B. of the Contents for each Grade under II. above, consideration should be given to the following:

(1) Teaching materials should be appropriately selected with due consideration to the students' stage of development. Instruction on reading should contribute to the development of students' ability in reading.

(2) In teaching the classics, efforts should be made to deepen the students' interest in the classics and to develop their basic ability to understand Japanese as well as Chinese classics. The teaching materials should be selected appropriately and include passages specially written for developing the students' interest in the classics, short and easy passages of old written style, proverbs, and historical allusions, idioms, and passages adopted from popular classics.

4. In teaching Linguistic Items of the Contents for each Grade

under II. above, consideration should be given to help students acquire the specified linguistic items through the teaching of items A. and B., and on the other hand, to help them acquire a set of knowledge on linguistic items to some extent. In that case, care should be taken not to become too detailed or too formalized in teaching.

Section 2 Social Studies

I. OVERALL OBJECTIVES

To deepen students' understanding of the land and history of our nation to cultivate a foundation of knowledge necessary for the students as citizens from a broad perspective, and to develop basic qualities of a civic nature essential to the builders of a democratic and peaceful nation and society.

II. OBJECTIVES AND CONTENTS OF EACH FIELD

Field of Geography

1. Objectives

(1) To cultivate the foundations for geographical viewpoint and ways of thinking through the study of various regions of Japan and the world, and to foster the understanding of the land of our nation from a broad perspective.

(2) To make students notice both regional peculiarities and common features seen in the life of the people in Japan and in the regions of the world, and thereby cultivating the foundations for the proper understanding of each region and the people's lives.

(3) To make students understand that there are various regional groupings, large and small in their size, in Japan as well as in the world, and that they are mutually interdependent, and think about the role of Japan in international society.

(4) To make students notice that the relations of human beings with natural and social conditions have continuously undergone changes due to human activities and that each region has also been transformed correspondingly, and recognize the importance of the environment and resources.

(5) To cultivate in students' the ability necessary for a proper understanding of geographical phenomena through direct contact with them, and to develop an attitude of considering geographical phenomena from various points of view and making a sound judgement on the basis of proper materials.

2. Contents

1) The world and its regions.

a. The Earth as an arena of life.

To have students develop a basic understanding of the earth as an arena of human life, while developing the correct view on the world map using the globe, and taking up the distribution of land and sea, the geographical relations between continents, the distribution of population on the surface of the earth, and the topography and size of major countries and their locations in relation to Japan.

b. Nature of the world.

To make students understand that the world consists of regions with various natural conditions, while developing a general view on landform, climate, vegetation, and oceans of the world.

c. Various regions of the world.

To make students understand the lives of the people and the characteristics of various regions in the world, using the following items as reference:

a) Location and historical background.

To take up those items that are significant for the understanding of the major life patterns of today in each region as well as regional characteristics among the items relating to the change in geographical location, history of exploration and development, formation of the nations, etc., and to make students understand the outlines thereof.

b) Features of nature.

To take up phenomena deeply concerned with the life and industry of each region among landform, climate, vegetation, and oceans etc., and to make students understand the natural features of each region.

c) Inhabitants and their life.

To take up suitable items among the population distribution, increase and decrease in populations, racial composition of inhabitants, features of living patterns, etc., and to make students understand the characteristics of the life of the people

in the region.

d) Resources and industries.

To take up the state of distribution and development of major resources, major industries, etc., to make students understand the geographical conditions that form the basis thereof and the role these resources and industries are playing in the region, and also pay attention to the relationship between Japan and these resources and industries.

2) Japan and her local regions.

a. Formation of the national land.

To take up Japan's geographical location, features and changes in her territory, and the general state of the distribution of her population, and to make students have a general view on the present state of the country and understand that the national land consists of various regions.

b. Nature in the national land.

To take up Japan's landform, climate, vegetation, surrounding ocean, natural disasters, etc., and to make students comprehensively grasp the features of nature in Japan in comparison with those in each region of the world, and understand the various differences existed among the different regions.

c. Proximate regions.

To take up various phenomena in the proximate regions, and to make students conduct field observations and surveys while helping them read maps with a large reduced scale, and acquire the foundations of their geographical views and concepts, thereby deepening the understanding of and interest in the land where they live.

d. Various regions in Japan.

To make students understand the lives of the peoples in various regions of Japan and the features and trends of the regions, in comparison with or in relation to other regions of the world and Japan, using the following items as reference:

a) Geographical location and historical background.

To take up items which are conducive to grasping the major geographical phenomena of each region among the items relating to changes in the geographical location, the history of the development, etc., and to make students understand their outlines.

b) Feature of nature.

To take up the phenomena which have close relations with the life, industry, natural disasters, etc. of each region among such items as landform and climate, and to make students understand the features of nature in the area, thereby making them notice that the relations between nature and man are constantly changing as a result of man's activities.

c) Development of resources and industry.

To take up major industry and the distribution and the state of the development of major resources, and to make students understand various geographical conditions that form the basis thereof and their regional role, and pay attention to the relationship that exists between the development of resources and the progress in industry and the life of the people in the region.

d) Population and habitation.

To take up the population distribution, increase, decrease and movement of population and the development and functions of major cities in each region, and to make students consider these in relation to regional industries and transportation, and pay attention to the problems that have been caused by the process of urbanization.

e) Inter-regional linkage.

To take up the phenomena of movement of commodities and population, and to make students understand that each region is linked extensively with other regions in Japan as well as the world and that it plays a role as a part of Japan and the world, and also pay attention to the fact that the inter-regional linkage and the role of each

region undergo changes in accordance with the development of industry and transportation.

3) Japan in the world.

Through a comprehensive reconsideration of Japan with a view cultivated by the study of Japan and various regions of the world, to make students deepen the understanding of our nation in comparison with or in relation to the world.

a. Linkage with the world.

To take up Japan's linkages with the world through transportation and foreign trade, and to make students pay attention to the role our nation is playing in the international division of labour and the problems our nation faces in international relations, and realize the importance of international co-operation.

b. Utilization and preservation of the national land.

To take up some of the problems faced by our nation such as population, food, resources, industry and urbanization, and to make students consider the utilization of the national land and the trend therein, and understand the importance of rational utilization and preservation of the national land for the purpose of stabilizing and improving the national life.

3. Points for Special Consideration in Teaching

1) It is necessary to take up the items 1), 2), and 3) of the Contents according to this order.

2) In taking up a. and b. under 1) and those under 2) of the Contents, consideration should be given to avoiding dealing with the complicated regional linkages and phenomena, taking into account the developmental stages of the students. Moreover, in teaching c. and d. under 2) and 3) of the Contents, attention should be given to the comprehensive treatment of these items while touching upon the interrelationship and trends among various regions in Japan and the world taking into account the developmental stages of students.

3) In teaching c. under 1) of the Contents, attention should be paid to focussing upon those regions and countries which have close political, economic and cultural relations with our nation, and treating other regions and countries briefly.

4) In teaching c. under 2) of the Contents, depending on the viewpoint of teaching or the situation where each school is located, it is allowed to flexibly treat it such as to link it with the study of the region where the school is located as in d.) under 2) of the Contents so that effectiveness of learning may be enhanced. Furthermore, in instructing these, consideration should be given to the relation with the Field of History.

5) As regards the regional divisions in d. under 2) of the Contents, an appropriate classification should be made taking into consideration the viewpoint of teaching and the situation of the area where the school is located. With regard to the features of each region, it is desirable to have students consider these from the viewpoint of both homegeneous and functional regions.

Field of History

1. Objectives

(1) To make students understand the history of Japan, in the context of the world history, thereby thinking about the traditional and cultural features of Japan, and foster their consciousness as Japanese.

(2) To make students understand the features of each period and the transition of periods in history, keeping their interest in the geographical conditions as well, and think about the influence of each period on the present social life.

(3) To make students study the accomplishments of the predecessors who contributed to the development of the nation, society and culture, and to the enhancement of the people's life, and understand the cultural heritages handed down to the present day in relation to the age and regions that originally created them, thereby cultivating an attitude to love and respect cultural heritages.

(4) To make students understand the outlines of international relations and cultural exchanges in history, thereby arousing an interest in the culture and the life of other people, and cultivate the spirit of international cooperation.

(5) To arouse students' interest in history through the study of concrete phenomena, and to foster an attitude and ability to make many-sided examinations and impartial judgement of historical phenomena.

2. Contents

1) Origins of civilization and Japan.

To make students understand that mankind has built civilization adapting himself to the natural environment of each region.

Also to make students understand the fact that the life of the people who lived in the Japanese archipelago had developed from hunting and gathering to farming, and that by keeping connections with the situations in East Asia a state gradually began to be formed.

a. Appearance of mankind and ancient civilization of the world.

To take up the appearance of mankind and the ancient civilizations, and to make students pay attention particularly to the relationship with the natural environment, the development of skills, and the use of letters.

b. Beginning of the Japanese life.

To take up *Jōmon* and *Yayoi* Cultures, and to make students understand the conditions of the life of the people in those days.

c. Formation of the state and the situations in East Asia.

To take up the ancient grave culture, and to make students understand the process of the unification of the state by the *Yamato* Court and also pay attention to the beliefs of the people in those days. In addition, to refer briefly to the conditions in Korea and China in those days, and to make students recognize the role played by those who had migrated from the Asian continent and their contribution to the development of Japanese society.

2) Capitals of *Nara* and *Heian* and government by the nobility.

To make students understand that the shape of an unified nation by the statutory government was created by actively incorporating things and institutions from the Asian continent and that Buddhist Culture flourished, and direct their attention to the international elements found in the culture of those days.

In addition, to make students pay attention to the prosperity enjoyed by the nobility around cities and the life of farmers in the provinces, and understand that as a result of the degeneration of the statutory government the warrior class came into existence and gradually grew in power and that in the meantime nationalization of culture proceeded.

a. Prince *Shōtoku* and *Asuka* Culture.

To touch upon the outlines of the situation of East Asia in those days, and to make students understand Prince *Shōtoku*'s politics and the features of *Asuka* Culture.

b. Capital city of *Nara* and *Tenpyō* Culture.

To touch upon the Reform of *Taika* and enactment of the statutes, and to make students understand the process by which the structure for a statutory state was formed. At the same time, to make students understand the conditions of the capital city of *Nara* and the features of *Tenpyō* Culture, and think about the significance of the dispatch of envoys to China under the Tang Dynasty.

c. Capital city of *Heian* and the origin of the warrior class.

To take up the transfer of the capital to the city of *Heian*, the politics of *Sekkan* (regent and chief adviser to the Emperor), the origin of *Bushi* (warriors), and the development of *Shōen* (manor), and to make students understand the outlines of the changes which took place in the statutory government.

d. Life of the nobility and Japanized culture.

To make students understand the conditions of the life of the nobility and the features of Japanized culture, and pay attention to the termination of dispatching envoys to China and the changes of the conditions which took place in East Asia.

3) Development of *Buke* (warrior class) government and improvement of the life of the common people.

To make students understand the fact that *Buke* society gradually developed with the emergence of *Buke* government by the *Kamakura* Shogunate, that the life

of the warriors and the common people improved during the *Kamakura* and *Muromachi* periods, and that there occurred the formation of *Buke* Culture and the emergence of the common people's culture.

a. *Kamakura* Shogunate and the life of *Bushi*.

To make students understand that following the War between the *Genji* and *Heike* clans, the *Kamakura* Shogunate was inaugurated and *Buke* government was formed. Also to make them understand the life of *Bushi* and the features of *Kamakura* Culture, and pay attention to the emergence of new Buddhist sects.

b. Attack of the Mongolians and situations in Asia.

To take up briefly the activities of the Mongolian race on the Asian continent, and to make students understand the Mongolian invasions of Japan and the influence they exerted upon the Shogunate government in subsequent years.

c. Government of *Muromachi* Shogunate and foreign relations.

To make students understand the outlines of events from the fall of the *Kamakura* Shogunate to the establishment of the *Muromachi* Shogunate through the new administration of *Kenmu*, the administration under the *Muromachi* Shogunate, and the conditions of Japan-Ming trade. To make students pay attention to the emergence of war lords in various regions of the country following the War of *Ōnin*.

d. Development of cities and the culture of the common people.

To take up the development of agriculture since the *Kamakura* period and the formation of new cities, and to make students understand that autonomous organizations were born in rural villages and cities centering around the *Kinai* area and that the culture of the common people came into existence. Also to make students understand the features of the culture of the *Muromachi* period focussing upon *Higashiyama* Culture.

4) Steps towards national unification.

While making students pay attention to the historical background of the period when Europeans arrived in Japan, to make them understand the responses made by the Japanese

at the time when they first came in contact with the European culture and its influence on them.

To make students also understand the unification of the nation by *Nobunaga Oda* and *Hideyoshi Toyotomi* and the outline of the foreign policy of that period, and pay attention to the creation of a new type of culture reflecting the trends of the time.

a. Arrival of Europeans and its background.

To take up the situations in the European world focussing on the Renaissance and Reformation, and to make students understand the overseas expansion of Europeans while touching upon their contacts with the Islamic world, etc. To make them also understand the arrival of European culture and its influence.

b. National unification by *Oda* and *Toyotomi*.

To take up the unification work achieved by *Nobunaga Oda* and *Hideyoshi Toyotomi* and the outlines of relations with countries overseas, and to make students understand the movements within the country and the new trends in the society during this period.

c. Culture of the *Azuchi* and the *Momoyama* periods.

To make students understand the culture of the *Azuchi* and the *Momoyama* periods, referring to the acceptance of *Namban* (southern barbarians) Culture. Also to make them pay attention to the cultural life of war lords and wealthy merchants.

5) *Edo* Shogunate and national seclusion.

Through the study of the relationship between the Shogun and feudal lords, the society based on the caste system, the national seclusion policy, etc., to make students understand the features of the Shogunate-clan structure.

Also to make students understand the development of unique industry in each region during this period, the expansion of the merchant's power, and the formation of the merchant's culture centering around cities along with the development of economy.

a. Shogun and feudal lords.

To take up the formation of *Edo* Shogunate, the control of the feudal lords, the establishment of the caste system, and the conditions of castle towns and rural villages, and to make students understand the process by which the Shogunate-clan structure was gradually established.

b. Transition of the national seclusion and the Shogunate government.

To take up the overseas expansion of Japanese and the policy of national seclusion, and to make students pay attention to the influence of this policy. Also to make them understand the outlines of the Shogunate government until around the time of the *Kyoho* Reforms.

c. Development of industry and the merchant's culture.

To make students understand the increase of agricultural production due to the cultivation of new rice fields and the development of agricultural skills, and the development of various industries and transportation. Also to make them understand the features of *Genroku* Culture in relation to the encouragement of learning by the Shogunate and the emergence of the merchants.

6) Japan on the eve of the opening of the country towards overseas and the world.

To make students understand the movements of European nations and the United States that were expanding into Asia, and the outline of the development of modern societies in Europe behind these expansion.

In addition, to make them understand the circumstances that led to the disturbance of the Shogunate-clan structure, and pay attention to the fact that there were signs of new ideas and movements to build a modern society.

a. Modern societies in Europe and Industrial Revolution.

To take up the formation and the development of modern democracy, Industrial Revolution and social changes, the development of modern science and culture, etc. centering on the Industrial Revolution in England, the Independence of America and the French Revolution, and to make students pay attention to the influence these events subsequently had on the formation and the development of modern society in Japan.

b. Advance of European powers and Asia.

To make students understand the outlines of the advance of European countries and the responses made by Asian countries, focussing on India and China. And through the study of these events, to make them understand the trends of the overseas advance following the Industrial Revolution in European countries.

c. Reform of the Shogunate government and its overseas policy.

To take up the changes which took place in the cities and villages along with the development of commerce, and to make students understand the reforms of the Shogunate government, making reference to the financial impoverishment of the Shogunate, the peasants' uprisings, etc. Also to make them pay attention to the Shogunate's responses to the encroachment of European countries and the United States on Japan.

d. New ideas and local culture.

To take up *Kasei* Culture, and to make students understand the new movements in learning and ideas centering on the study of Dutch learning and Japanese classical literature (*Kokugaku*), the prevalence of education and culture, and the life culture in local areas.

7) *Meiji* Restoration.

To make students pay attention to the fact that the *Meiji* Restoration was materialized amid complex situations both at home and abroad, and to make them understand various policies adopted by the new government in the formation of modern state.

In addition to make them pay attention to the efforts of the people at the time of the *Meiji* Restoration who contributed to securing the independence of our nation, to the development of the nation and the interaction between traditional culture and westernization which brought changes in life and culture.

a. Opening of the country and the fall of the Shogunate.

To touch upon the arrival of Commodore Perry and the social confusion caused by the opening of the country to the rest of the world, the *Sonno-Jōi* (reverence for

the Emperor and expulsion of foreigners) movements, and the fall of the Shogunate, and to make students understand the outline of the process from the opening of the country to the *Meiji* Restoration.

b. Establishment of the new government.

To make students understand that following the establishment of the new government by the Restoration, the national and social structure was re-organized through various reforms such as abolition of clans and establishment of the prefectures, abolition of the caste system, promulgation of a school system and conscription, and reform of land tax, etc. Also to make students pay attention to the diplomacy of the new government by referring to the conclusion of the treaties with Korea and China and the demarcation of territories.

c. Cultural enlightenment and increase of production and promotion of industry.

To make students understand the fact that Japan endeavoured to build the same type of modern society established in the countries of Europe and the United States by adopting actively the ideas, technology, institutions, and living styles of these countries, and that modern industry was promoted by the government's policy of encouraging "Wealthy State and Strong Army" and "Increase of Production and Promotion of Industry".

8) Steps towards modern Japan.

To make students understand that since the beginning of the *Meiji* period Japan proceeded with modernization of society on the basis of the development of industry and culture while preparing steadily to build a system for the modern state, and in the meantime there was a continuing rise in our international status.

To make them also pay attention to the fact that Japan's efforts to catch up rapidly with other powers created many problems.

a. Promulgation of the Imperial Constitution and parliamentary government.

To take up the move of the period in which the *Jiyu-Minken* (freedom and people's rights) movement was

prevalent, and to make students understand the outline of the process by which the Imperial Constitution of Japan was promulgated. Also to make students notice the historical significance of the promulgation of the Constitution and the inauguration of the parliamentary form of government.

b. International relations in Asia and foreign policy.

To take up the Sino-Japanese and Russo-Japanese Wars and the problems of treaty revision with reference to the international environment of those days, and to make students pay attention to the relationship between Japan and the Asian continent, and understand the fact that establishment of diplomatic relations on an equal basis with European countries and the United States became a source of national concern.

c. Development of modern industry and social problems.

To touch upon the progress in the industrial revolution in Japan, and to make students understand that with the development of modern industry the foundation of capitalist economy was consolidated and that with the growth in industry social problems began to develop in cities and rural villages.

d. Change of life and formation of modern culture.

To take up briefly the changes of life in the cities and rural villages and the development in the areas of learning, education, science and arts, and to make students understand that the life and culture were steadily becoming modernized.

9) Two World Wars and Japan.

To touch upon the outlines of international situations in those days and Japan's response thereto with focus on World War I and World War II, and to make students understand the changes in domestic politics, economy and the people's life.

In this case, to make students pay attention to the fact that as the relations among nations of the world became closer, domestic situations became more deeply involved in international situations, and that warfares in modern times has come to take on a global scale and bring evil to many peoples.

a. World War I and the postwar world.

To take up the outbreak of World War I and the international relations that became the cause thereof, Japan's participation in the War, the Russian Revolution, and the international co-operation that emerged after the war, and to make students understand the outline of the changes in international relations, and at the same time pay attention to the intensification of national movements, the trends in the United States and the Soviet Union, and the efforts to build international peace.

b. Development of party government and popularization of culture.

To make students understand the enhancement of the political consciousness of the people, the development of party government, the developments in socialist and labour movements, and the popularization of culture centering on the cities, and also to pay attention to the spreading of the idea of democracy.

c. The world in transition and Japan.

To touch upon the move of the world from World War I to World War II, focussing upon the changes in political and economic systems in European countries and the United States particularly since the Great Depression, and to make students understand the features thereof. Also to make them understand that during this period in Japan there were outbreaks of social problems caused by economic confusion and the emergence of the military, that these had a profound influence upon the politics and foreign relations of Japan. Also to take up the China-Japanese War, with the international situation around China as a background, and to make them pay attention to the national movements in China and Japan's advance into the Asian continent.

d. World War II.

To take up the outlines of the international and national situations around the time of the outbreak of World War II, and to make students understand the course of events leading from the beginning of the War to the defeat in the War, with reference to the life of the people during the War.

10) New Japan and the world.

To make students understand the process of democratiza-

tion and reconstruction of Japan, in connection with such events as the "cold war", independence of the peoples in Asia and Africa, Japan's independence and her participation in the United Nations, etc., and have a general view of the rapid progress in science and technology and accompanying changes in people's life and consciousness as well as the outline of the trends in the international community and Japan's participation therein.

3. Points for Special Consideration in Teaching

1) In teaching 1) to 5) of the Contents, stress should be made on the study of concrete phenomena and things, giving consideration to the developmental stage of students and avoiding unnecessary involvement in specially abstract and advanced contents, complex social structures, etc. Furthermore, in teaching 6) to 10) of the Contents, it is necessary to take up various phenomena of each period from many angles, including a reference to international situations, while giving consideration to the developmental stage of students.

2) In taking up ancient civilizations such as those of Greece and Rome in a. under 1) of the Contents, reference should be limited to touching upon the cultural characteristics of each. In taking up 1) and 2) of the Contents, while making an appropriate use of the findings in various sciences such as archaeology, it is necessary to make students get to know of the beliefs and viewpoints of the people in those days through the study of myths and legends.

3) It is desirable to make students grasp concretely the historical development of our country through the observations and study of the histocal sites of their hometowns and other cultural properties, and especially in teaching the items under 5), 6), 7) and 8) of the Contents, to have them exposed to the cultural life of their hometown by linking them with the Field of Geography, using the results of folklore, etc. In this case, it is necessary to avoid a sophisticated treatment of these.

4) In teaching the item on the post-World War II in relation to 10) of the Contents, it is necessary to consider especially the relations with the teaching in the Field of Civics and treat them briefly by referring to the history of the world so that students may be able to take a general view of the major currents of the history of Japan.

5) Throughout the instruction of the entire Contents, students'

interest in and concern about historical individuals should be utilized as much as possible. It is desirable to take up and focus on two or three individuals, including especially those in the students' hometown, and to devise a study programme centering around these individuals.

Field of Civics

1. Objectives

(1) To make students properly recognize the significance of individual dignity and respect for human rights, and particularly the relationship of freedom and rights with responsibilities and duties as a basis for social life, thereby deepening the understanding of democracy and cultivating a foundation of knowledge necessary for citizens who exercise the people's sovereignty.

(2) To make students realize the meaning of democratic government, the relationship between the improvement of people's life and economic activities, deepen their understanding of the role of individuals in the present social life, have them pay attention to various problems of society, thereby fostering an attitude of thinking independently.

(3) To make students realize that peace in the world can be maintained and contributions to the welfare of mankind can be made through mutual respect of sovereignty among nations and through co-operation among peoples, develop the spirit of international co-operation, and an awareness of the importance of loving their country, aiming for its peace and prosperity, and elevating its culture.

(4) To cultivate the attitude and ability to grasp facts accurately and make an impartial judgement by analyzing social phenomena from various angles based on reliable data.

2. Contents

1) Democracy and today's social life.

a. Respect for man and the Constitution of Japan.

To make students recognize the historical significance of the promulgation of the Constitution of Japan which aims at the realization of democracy, thereby deepening their way of thinking about

the respect for man focussing on basic human rights. Also to make them understand that people's sovereignty and pacifism are its basic principles and that the position of the Emperor is that of a symbol of the Japanese nation and national unity.

b. The individual and society.

To take up the functions of familiar social groups such as the family and local community, to make students realize that man is essentially a social being, and understand the role of individuals in social life and the way that individuals should ideally act in society.

In addition, to make students understand the significance of the fact that the present family system is based on the dignity of individuals and the essential equality of both sexes, and the desirable personal relationships within the family.

c. Today's culture and life.

To make students understand the functions of culture in the today's social life, and arouse interest in the cultural traditions of our nation, thereby noticing the significance of creating culture.

2) Advancement of people's life and economy.

a. Consumer life and structure of economy.

To make students understand the function of price and movements of prices, pay attention to the significance of saving, insurance, tax, etc., and understand the outline of economic activities focussing on consumer life.

b. Occupation and productive activities.

To make students understand the significance of occupational life in relation to the role of occupation in productive activities and the rights and duties of labour. In this connection, to make them understand the significance of a trade union and the principles of the Labour Standards Law.

In addition, to make them understand the role of enterprises in society by linking it to the mechanism

of production in the present age.

c. People's life and welfare.

To make students understand that financial revenues have an important meaning to people's life, and deepen the understanding of the function of taxation and the liability to taxation.

Also to make them understand that in order to seek an improvement of people's life and welfare, it is necessary to undertake an improvement in employment and labour conditions, protection of consumers, consolidation of social capitals, preservation of the environment such as prevention of pollution, development of resources, energy and their effective use, and improvements in social security system. In this connection, to make them understand the role of national and local governments, and consider the social responsibilities of individuals and enterprises.

d. Foreign trade and international co-operation.

To make students understand the significance and the role of foreign trade that constitutes the economic interchange between countries, and the feature of Japan's foreign trade. At the same time, to make them understand the importance of international co-operation for the development of our nation and the world economy, and the existence of countries which are based on a socialist economy as well as a capitalist economy in the world.

3) Japanese politics and international society.

a. Democracy and law.

With regard to the significance of law, to make students, by referring to its relations with actual life, pay attention to the fact that in order to maintain a democratic social life there must be government based upon laws, and understand that it is important to keep laws. In addition, to make them become aware of the fact that in order to maintain a social order and protect the rights and duties of the people, fair trials should be guaranteed by law.

b. Parliamentary democracy.

In relation to the rights and duties of citizens in local communities, to make students understand the

basic concepts of local self-government, and cultivate the foundation of a consciousness of self-government as local citizens who seek to contribute to the development of local self-government.

In addition, to make them understand the structure and functions of democracy centering on the Diet, particularly the significance of parliamentary democracy, and deepen the understanding of the principle of a majority decision and the way of its application.

c. Elections and political parties.

To make students understand the general nature of the election as a concrete manifestation of people's sovereignty, and also the role of the political party in democracy.

d. International society and peace.

Through the study of nation's sovereignty, territory (including territorial seas and airspace), and the United Nations, to make students understand, by making reference to the outline of developments in international relations involving Japan since World War II, the importance of mutual respect for sovereignty and co-operation among nations, mutual understanding and co-operation of the people of each country to the maintenance of peace and the promotion of the welfare of mankind. At the same time, to make them deepen the understanding about the pacifism embodied in the Constitution of Japan, and think about the security problem of our nation. In this connection, to make them notice the threat of nuclear weapons, and cultivate an attitude of enthusiasm and co-operation towards preventing war and establishing peace.

3. Points for Special Consideration in Teaching

1) In teaching the Contents, consideration should be given to the utilization of the results of the studies the students have had in the Fields of Geography and History so that the attitude and ability cultivated in these fields will be further enhanced and developed.

Furthermore, realizing the fact that social phenomena are all mutually interrelated, it is necessary to give coherent and consistent instruction in the field as a whole rather than taking up only specific contents.

2) In teaching the Contents, consideration should be given to making students understand the basic meaning of the content, while avoiding the improper use of technical terms and the detailed study on minor matters and too highly advanced contents. And consideration should also be given to cultivating the foundations for interpretation and thinking about politics, economy, etc.

3) In teaching the Contents, it is necessary to aim at developing students' ability to make fair judgement while paying careful consideration to the offering of proper instruction in accordance with the provision stipulated under Article 8 of the Fundamental Law of Education.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH THE FIELDS

1. In preparing the teaching programme, it is necessary to seek to establish a linkage with the content of Social Studies in the elementary school and functional relationships between the fields, and at the same time to give consideration to the basic structure of this Subject which is designed to develop a study of the field of Civics on the basis of the study of the fields of Geography and History so that the objectives of the Subject as a whole will be achieved.

2. Although it is a basic rule to make students study the field of Geography and the field of History side by side through Grades 1 and 2 and study the field of Civics in Grade 3, a suitable teaching programme may be prepared, in accordance with the actual conditions of the school.

As for the number of school hours for each Field, it should be the standard to allocate 140 school hours each to the field of Geography and that of History respectively, and 105 school hours for the field of Civics.

3. Throughout the entire instruction, it is necessary to incorporate sufficiently studies involving such work as reading and preparation of maps and chronological tables, becoming familiar with and making use of newspapers, reading materials, statistics and other documents and preparing reports on the results of observations and surveys.

I. OVERALL OBJECTIVES

To help students deepen the understanding of the basic concepts, principles and rules concerning numbers, quantities and geometrical figures, and to enhance the ability of mathematical expression and disposition of things, thereby fostering the attitude of making use of them.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To help students deepen the understanding of integer, and through the enlargement of the scope of number to include positive and negative numbers, further deepen the understanding of the concept of numbers.

(2) To help students understand that the relations between quantities and rules can be generally and simply expressed in the form of formulas and formally handled using a letter as a symbol, and thereby helping students understand the meaning of equations and cultivate the ability of making use of them.

(3) To help students deepen the views and concepts of change and correspondence, and understand functional relations, and develop the ability to express and use them.

(4) Through the manipulation and measurement of geometrical figures, to help students deepen the understanding of the properties of space figures, thereby developing an intuitive way of viewing and considering those figures.

2. Contents

A. Numbers and Algebraic Expressions

1) To help students deepen their understanding of the characteristics of integer.

a. Expression of the integer as a product of prime numbers.

b. Properties of divisor and multiple.

2) To help students understand the meaning of positive numbers

and negative numbers, and to enable them to compute with those numbers according to the four fundamental rules of arithmetic.

3) To help students develop the ability to express relations and rules in a formula through the use of letters, and to enable them to calculate simple expressions.

   a. Ways of expressing multiplication and division in an algebraic expression using letters.

   b. Addition and subtraction of a linear formula.

4) To help students understand the meaning of an equation, and to enable them to solve a linear equation.

   a. Meaning of letters and solution in an equation.

   b. To solve a linear equation with one variable by using the attributes of equality.

5) To help students understand an approximate value and to enable them to use it properly under different circumstances.

Terms and Symbols: natural number, factor, the greatest common measure, the least common multiple, sign, absolute value, term, coefficient, similar term. $=$ $\neq$

B. Functions

1) To help students deepen the understanding of a functional relation by paying attention to the two functional quantities and studying the relationship between them.

   a. Change and correspondence.

   b. Variable and domain.

2) To help students understand that a functional relation can be expressed by means of a table, graph, formula, etc., and to enable them to look into the characteristics of the relationship.

   a. Meaning of coordinates.

   b. To express a functional relation in a table, graph, formula, etc., and to look into the characteristics of change and correspondence by using them.

3) To help students deepen the understanding of the characteristics of algebraic expressions and the graphs of direct and inverse proportions, and develop the ability to consider and express quantitative relationships.

C. Geometrical Figures

1) To help students consider geometrical figures through various manipulation, and deepen the understanding of space figures.

a. Positional relations between straight lines and planes in space.

b. Construction of space figures by the movement of plane figures.

c. Cutting, projection and expansion of space figures.

2) To help students develop the ability to draw figures that meets given conditions.

a. To draw basic figures such as the bisector of an angle, perpendicular bisector of a line segment and perpendicular.

b. To consider a figure as a set of points that meet certain conditions, and to draw the figure that meets given conditions.

3) To help students develop the ability to measure a figure.

a. Length of an arc, and an area of a sector.

b. Surface area and volume of a cylinder, a conical solid, and a sphere.

Terms and Symbols: body of revolution, arc, chord,

3. Points for Special Consideration in Teaching.

1) As for the Contents A.-3)-b., the computation of algebraic expressions should be limited to solving linear equations.

2) As for the Contents A.-5), approximate values should be taught practically, stressing an understanding of the meaning of it, and refraining from formal calculation.

3) As for the Contents C.-1)-c., it should not go too far into a technical and applied study of the figures of section and projection.

Second Grade

1. Objectives

(1) To help students further develop the ability to compute and transform formulas using letter symbols according to the purposes, and make use of linear inequalities and simultaneous equations through understanding of them.

(2) To help students further deepen and develop an awareness of viewing and considering variation and correspondence, thereby understand the characteristics of linear functions, and also developing the ability to use them.

(3) To help students deepen the understanding of the characteristics of the basic plane figures, thereby understanding the significance and methods of mathematical inference in considering the characteristics of figures, and foster the ability of logical expression.

(4) To help students develop the ability to grasp the trends of statistical phenomena using frequency distribution, mean values, etc.

2. Contents

A. Numbers and Algebraic Expressions

1) To enable students to do the four rules of calculation of a simple formula using letters.

2) To help students further develop the ability to find the quantitative relationships in phenomena, and to express and apply such relationships in a formula by using letters.

a. To make use of formulas with letters.

b. To transform simple equalities.

3) To help students understand the meaning of inequality and to enable them to solve a linear inequality.

a. Meanings of inequality and its solution.

b. To solve linear inequalities by using the properties of inequality.

4) To help students understand the meanings of the formulation of simultaneous equations or inequalities and their solutions, thereby enabling them to solve them.

a. Meanings of linear equation with two variables and its solution.

b. To solve simple simultaneous linear equations or linear inequalities.

B. Functions

1) To help students further deepen the understanding of functional relations, and develop the ability to make full use of such knowledge.

a. Some phenomena are described through the use of linear functions.

b. A linear equation with two variables is considered to express the functional relations between two variables.

2) To help students understand the characteristics of linear functions and develop the ability to use them.

a. Form of the equation which expresses a linear function and the characteristics of the graph.

b. The ratio of changes in the values of corresponding variables of a linear function is constant.

C. Geometrical Figures

1) To enable students find the properties of plane figures, and confirm them by using the characteristics of parallel lines and the conditions of congruence for triangles.

a. Displacement by parallelism, symmetry, and rotation.

b. Characteristics of parallel lines.

c. Conditions of congruence for triangles.

2) To help students clarify the concept of similarity of figures, and develop the ability to consider the characteristics of figures by using the conditions of congruence or similarity for triangles.

a. Meaning of similarity, and conditions of similarity for triangles.

b. Characteristics of the ratio of segments of parallel lines.

c. Characteristics of triangles and parallelograms.

Terms and Symbols: opposite angle, interior angle, exterior angle, center of gravity, $\angle$ R $\triangle$ $=$ $\backsim$

D. Probability and Statistics

1) To help students collect data in accordance with the purposes, and arrange such data by using tables and graphs, and thereby enabling them to ascertain the trends of the data by paying attention to representative values, variance, etc.

a. Meaning of frequency distribution, and ways of looking at histogram.

b. Meanings of relative and cumulative frequencies.

c. Meanings of mean value and range.

Terms and Symbols: frequency, class

3. Points for Special Consideration in Teaching

1) As for the Contents A.-1), addition and subtraction of simple polynomials, multiplication and division of monomials, multiplication of a monomial and a polynomial, division of a polynomial by a monomial should be taught.

2) As for the "linear equations" in the Contents A.-4)-b., simultaneous equations with two variables should be taught.

Third Grade

1. Objectives

(1) To help students understand the meaning of the square root of numbers, thereby further deepening the understanding of the concept of numbers.

(2) To help students understand how to change a formula into a form which is easy to handle considering the purposes, and thereby enabling them to deal with it efficiently. And also, to help them understand quadratic equations, and foster the ability of making use of such knowledge.

(3) To help students further develop the ability to express or to use functional relations, and study the character-

istics of various functions, thereby deepening the understanding of the concepts of functions.

(4) To help students deepen the understanding of the characteristics of right triangles and circles, and develop the ability to be able to use them in studying the characteristics of figures and in measuring them, thereby developing the ability to consider figures logically with insight.

(5) To help students understand the fundamentals of the meaning of probability and the concept of a sampling survey, thereby further deepening the views and ways of statistical thinking.

2. Contents

A. Numbers and Algebraic Expressions

1) To help students understand the meaning and importance of the square root of positive numbers, thereby enabling them to apply such knowledge.

a. Meaning of the square root of numbers.

b. Computation of a simple formula, which includes the square root of numbers.

2) To enable students to expand and factorize a simple formula with letters.

a. Multiplication of a simple linear formula.

b. Expansion and factorization of an expression by use of the following formulas:

$$(a+b)^2 = a^2 + 2ab + b^2$$

$$(a-b)^2 = a^2 - 2ab + b^2$$

$$(a+b)(a-b) = a^2 - b^2$$

$$(x+a)(x+b) = x^2 + (a+b)x + ab$$

3) To help students understand quadratic equations and their solution, thereby enabling them to solve them.

a. Quadratic equations and their solution.

b. To solve quadratic equations by using factorization and the formulas for solution, etc.

Terms and Symbols: radical sign, rational number, irrational number, $\sqrt{\ }$

B. Functions

1) To help students develop the ability to study the characteristic of change or correspondence by extracting two quantities in functional relations from a phenomena.

a. Various phenomena and their functions.

b. A function which is in proportion to a square, and a function which is in inverse proportion to a square.

c. Ratio of change in the value of function.

2) To help students think about the relations of correspondence between the elements of two sets, and deepen the understanding of the meaning of function.

a. Sets and functions.

b. Domain and range.

C. Geometrical Figures

1) To help students deepen the understanding of the characteristics of a figure by using them.

a. Characteristics of a circle and a straight line, and characteristics of two circles.

b. Relationship of the angle of circumference to the central angle.

2) To help students understand the characteristics in the measuring of figures, thereby enabling them to use them.

a. Pythagorian theorem and its application.

b. Measurement of height and distance as an application of similarity.

c. Similarity of simple solid figures, and the relationship between the ratios of length, areas, and volume in similar figures.

Terms and Symbols: tangential line, point of tangency

D. Probability and Statistics

1) To help students understand the probability by paying attention to the frequency obtained through a large number of observations or trials.

a. Meaning of probability.

b. To compute probability in simple cases.

2) To help students understand that the trends of a population can be estimated from that of a sample.

a. Population and sample.

b. Mean value and ratio in sample.

3. Points for Special Consideration in Teaching

1) As for the Contents A.-3)-b., quadratic equations having the solution of real numbers should be taught. And, in using factorization as a solving method, the available formulas should be limited to the ones indicated under the Contents A.-2)-b.

2) As for the Contents D.-1)-b., events or phenomena which are easily understood by the aid of a tree diagrams, etc. should be dealt with.

3) As for the Contents D.-2), it should be limited to the level which can be dealt with experiments and observations.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL THREE GRADES

1. In Grade 1 or Grade 2, a part of the Contents designated for the grade may be briefly taught and full instruction may be given at the next grade so long as the objectives of the grade are achieved. Also, a part of the Contents for the next grade may be taught if they are not deviating from the objectives of the specific grade.

2. Terms and symbols indicated under the Contents for each grade are for the purpose of clarifying the extent and the range of the Contents dealt with in each grade, and therefore, in the teaching of such terms and symbols it is necessary to relate them with the Contents.

3. In teaching numerical computation of the measuring of figures and statistics, etc., the abacus, slide rule, or calculator should be used as occasion demands so as to increase the effects of learning.

I. OVERALL OBJECTIVES

To develop students' ability in and positive attitude towards making inquiries about nature through observations and experiments as well as to enhance the understanding of matters and phenomena in nature. Thus to have students realize the relationship between nature and human beings.

II. OBJECTIVES AND CONTENTS FOR EACH FIELD

First Field

1. Objectives

(1) To make students find problems among matters and phenomena which are related to substances and energy. Also to have students learn in the process of inquiring into nature how to discover regularities in nature and how to interpret natural phenomena.

(2) To make students understand, through observations and experiments, that substances are classified into elements and compounds,and further that a substance consists of particles of atoms, molecules and ions, thereby developing their scientific ways of viewing and thinking substances.

(3) To make students understand, through observations and experiments, the features and function of force and electric current, motions of bodies, and work caused by light, heat, and electric current, thereby developing their scientific ways of viewing and thinking natural phenomena in connection with energy.

(4) To make students understand the function of familiar substances and energy, and develop a positive attitude towards effective utilization of substances and energy relevant to human life.

2. Contents

1) Substances and their reactions.

To make students familiar with substances through appearances of substances, changes in substances by heating, combustion, reactions that generate gases, etc., and to have students learn fundamental methods to study substances and their changes.

a. Appearances of substances.

a) Substances found in our surroundings have different appearances and natures.

b) As the quantity of a substance there are volume and weight which can be measured by various means.

c) The weight per unit volume of a substance is definite with the kind of substance.

b. Heating and combustion.

a) Heating can provoke changes in temperature and in the state of a substance, and also combustion of a substance.

b) Heat is produced vigorously by combustion of substances and combustion produces substances different from those existed before the combustion.

c) Combustion is a chemical change in which a substance combines with oxygen.

c. Heating, decomposition and chemical combination.

a) Heating can decompose some substances.

b) Heating can combine two or more substances.

d. Chemical changes that generate gases.

a) Some chemical changes generate gases.

b) The weight and chemical properties of gas differ depending on the kind.

c) The same gas shows identical properties regardless of how it has been generated.

2) Force.

To make students understand the fundamental function of force, conditions of equilibrium of two or three forces acting at a point, and intensity and transmission of pressure, thereby developing the ability to treat forces quantitatively.

a. Function of force.

a) A force exerted on a spring changes the form of the spring.

b) Two electrified bodies as well as two magnets, which are not in contact, apply forces to each other through space.

c) Gravity acting on a body is the force of the earth's attraction on the body and is proportional to the mass of the body.

d) The magnitude of a force is indicated on the basis of gravity and others.

e) A force can be represented by the length and the direction of an arrow.

b. Equilibrium of forces.

a) Two forces acting at a point can be in equilibrium only on certain conditions.

b) Three forces acting at a point can be in equilibrium only on certain conditions.

c) Forces can be added and a force can be broken up into forces.

c. Pressure.

a) Pressure is expressed by the magnitude of force per unit area.

b) Pressure applied to a point in an enclosed liquid is transmitted to all parts of the liquid in the same intensity.

c) The pressure in water varies in proportion to the depth.

d) Buoyance acts to a body immersed in water.

3) Substances and atoms.

To make students consider the formation of substances and mechanism of chemical changes on the basis of particle models of atoms and molecules through the studies on pure substances and mixtures, elements and compounds, and relationships between masses of substances involved in a chemical change.

a. Pure substances and mixtures.

a) The melting and boiling points of a pure substance are definite with the kind of substance.

b) Substances can be separated by means of distillation, recrystallization, etc.

b. Chemical reactions.

a) In a chemical reaction, total mass of reacting substances is equal to that of produced substances.

b) Masses of the substances involved in a chemical reaction are in a fixed ratio.

c. Atoms and molecules.

a) A substance consists of atoms and molecules.

b) An element is represented by a symbol.

c) The composition of a compound is represented by a chemical formula.

d) A chemical reaction can be explained by models of the atom and molecule and can be shown by a chemical equation.

4) Electric current.

To make students understand, through observations and experiments, the fundamentals of electric circuits, the relationship between the electric current and the electric pressure, and generation of heat by an electric current. Also to have students consider the relationship between the electric current and the electron flow.

a. Electric current and electric pressure.

a) The intensity of an electric current flowing into a point in an electric circuit is equal to the intensity of an electric current flowing out of the point.

b) The sum total of the electric pressure of each portion of a circuit is equal to the voltage of the source terminals of the circuit.

c) The intensity of an electric current flowing in a

metal wire is proportional to the voltage of the both ends of the wire.

d) The electric resistance of a metal depends on the kind, length and size of the metal as well as the manner of connection.

b. Generation of heat by an electric current.

a) A change of water temperature is related to the amount of heat given to the water and the mass of the water.

b) The amount of heat produced by an electric current is related to the intensity of the electric current, electric resistance, and time length of the flow of electricity.

c) The electric power is shown by the product of the voltage by the electric current.

d) There are direct current and alternating current, and both currents are used in our everyday life.

c. Electric current and electrons.

a) Electrical discharge is caused when a high voltage is given to the rarefied gas.

b) Cathode rays are flow of negatively charged particles (electrons).

c) An electric current in a metal is a stream of electrons.

5) Substances and ions.

To make students consider electrolysis, acids, alkali, and neutralization with the concept of ions through studies on dissolution of substances and properties of aqueous solutions. Also to have students understand that heat is released or absorved in chemical changes.

a. Aqueous solutions.

a) Solutes disperse uniformly in an aqueous solution.

b) The solute concentration in an aqueous solution can be expressed by a weight percentage.

c) The amount of substances produced by a reaction

with an aqueous solution depends on the concentration and volume of the aqueous solution.

b. Ion.

a) There are aqueous solutions which allow an electric current to flow and which do not.

b) Electrolytes in aqueous solutions are decomposed by an electric current.

c) Electrolysis can be illustrated by an ion model.

d) An ion is an atom or a group of atoms that has lost or gained electrons.

c. Acids, alkali and salts.

a) Characteristics of acids and alkali are attributable to hydrogen ions and hydroxide ions.

b) Neutralization reactions between acids and alkali form salts and water.

d. Chemical reactions and heat.

a) Heat is evolved in neutralization reactions.

b) Heat is released or absorbed in chemical reactions.

6) Motion and energy.

To make students understand, through observations and experiments, motions of matters and work caused by light, heat, and electric current, and develop an elementary view and thought on transformations of energy.

a. Motions.

a) Motions of bodies with which we are familiar in everyday life usually change in their speed and direction.

b) The way of indicating motions of bodies varies depending on the criteria chosen to observe the motion.

c) The state of the motion of bodies remains the same when no force is acted on them.

d) The distance traveled by bodies in a rectilinear motion at uniform velocity is proportional to the time length.

e) The speed of falling varies with time.

b. Work.

a) Work caused by a force is represented by the magnitude of the force multiplied by the distance traveled in the direction of the force.

b) Work is necessary in order to move bodies against friction.

c) Work done by using tools never exceeds the work given to the tools.

d) Rate of working is represented by the work per unit time.

c. Light, heat and work.

a) Work can be done by light.

b) Work can be done by heat and heat can be produced by work.

d. Electric current and work.

a) An electric current induces a magnetic field which is represented by lines of magnetic force.

b) A magnetic field exerts a force on an electric current that flows in the magnetic field.

c) Work can be done on bodies by an electric current.

d) An electric current can be induced by work.

e. Energy.

a) Energy is determined by the capacity to do external work.

b) The potential energy of bodies due to gravity depends on the height of the position of the body and its mass.

c) The kinetic energy of bodies depends on its mass and speed.

d) The potential and kinetic energy can be mutually transformed.

e) Resources and energy have been effectively used in our everyday life.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach 1) and 2) above in Grade 1, 3) and 4) in Grade 2, and 5) and 6) in Grade 3.

2) As for the item 2) under the Contents, the teaching of b.-c) should be made with drawings, not with equations. Concrete examples of resolution and addition of forces with which students are familiar in their everyday life should be taken up. In teaching the Contents 2)-c.-d), it should be intended to make students understand only to the extent that the mass of a body does not change by immersing it in water, but its wight changes, and an idea of buoyance through observations and experiments.

3) As for the item 3) under the Contents, the teaching of a.-a) should be mainly made through experiments. 'Distillation' in a.-b) should be treated briefly. 'Symbols for elements (or symbols for atoms)' which are dealt with in 3)-c.-b) should only be limited in number to the necessary ones for teaching the content concerned. As for 'Chemical formula' in 3)-c.-c), it should be sufficient to make students understand chemical formula as symbols representing substances, and the varieties to be taught should as less in number as seems necessary. As for 'chemical equation' in 3)-c.-d), it should be sufficient if students develop the ability to write the chemical equations of oxidation and reduction in a narrow sense.

4) As for the item 5) under the Contents, the teaching of a.-b) should not go into the detaild calculations of the concentration. Teaching of 'ions' in 5)-b.-d) should not deal with the explanation of the structure of an atom.

5) As for the item 6) under the Contents the teaching of a.-a) should be made through observations and experiments of various motions. For 6)-a.-e), it should be sufficient if the students can find the regularity through experiments, and it is not required to express the time-velocity relation by equations. As for 'kinetic energy' in 6)-e.-e),it should be qualitatively dealt with, and it should not touch upon equations. In 6)-e.-d), the energy conservation should not be dealt with, but the transformation of various energy should be touched upon. In 6)-e.-e), the importance of

resources and energy in human life should be touched upon as a summary of the study on substances and energy.

Second Field

1. Objectives

(1) To make students find problems among living things and their surrounding natural matters and phenomena, learn in the process of inquiring into nature how to discover regularities in nature and how to interpret natural phenomena.

(2) To make students realize, through observations and experiments, the diversity and unity found in living things and surrounding natural matters and phenomena, analyze causes and mechanism of generation of matters and phenomena, and develop the comprehensive ways of viewing and thinking the natural world.

(3) To make students, through observations and experiments, dynamically grasp matters and phenomena in the natural world, consider the states in the past on the basis of present facts, and develop the way of viewing and thinking the past in relation to the length of time and a vast expanse of space.

(4) To make students consider the relationships between matters and phenomena in the natural world as well as the harmony among them, and realize the influence of the natural environment on the existence of human beings, thereby heightening students' interest in preservation of the natural environment. Also to deepen students' understanding of biological phenomena and to develop a positive attitude towards the appreciation of life.

2. Contents

1) Kinds of living things and their life.

To make students understand, through observations of major kinds of living things in their surroundings, both the structure of the body and the way of living are related to the environment, and realize, by classifying living things, the fact that close relation is found between some living things.

a. Nature and living things.

a) Many different kinds of bio-organisms live adapting themselves to the environment even around the school

and in any locality.

b) The living of bio-organisms is related to the changes in environmental conditions due to the location, weather, time, etc.

b. Kinds and the structure of plants.

a) All kinds of plants have respective features in their structure, the way of propagation, etc., and their living has connection with the environment.

b) Plants are classified into several groups by the features such as the structure of the body and the way of propagation,etc.

c. Kinds and the structure of animals.

a) All kinds of animals have respective features in their structure, the ways of motion, eating habits, and propagation, etc., and their living has connection with the environment.

b) Animals are classified into several groups by the features such as the structure of the body, the ways of propagation and growth, etc.

2) The Earth and the universe.

To make students conjecture the motion of the earth through observations of celestial bodies, understand the structure of the solar system, and realize the universe which encompases stars and the earth.

a. Motion of the earth.

a) The earth's rotation on its axis can be conjectured from such as the apparent path of the diurnal motion of a celestial body.

b) The earth's revolution can be conjectured from such changes in the constellations with the seasons, and the inclination of the earth's axis is conjectured from changes in the altitude of the sun with the seasons.

b. Constitution of the solar system.

a) The earth, the moon, and the sun, all are roughly spherical, but each of them has unique surface

appearance; the surface temperature of the sun is very high and it radiates a tremendous amount of light.

b) The solar system consists of planets revolving about the sun and each planet has its particular orbit and size.

c. Stars and the universe.

a) Stars send out light by themselves and varieties in their brightness and colour are connected with their distance from the earth and their temperature.

b) The galaxy consists of the solar system and a great assemblage of stars.

3) Construction of bodies of living things.

To make students understand, through observations and experiments, that the body of a living thing consists of cells, that it takes in substances necessary for living and excretes waste substances, that it responds to external stimuli, and that these functions are closely-related with the body structure.

a. Living things and cells.

a) The body of living things consists of cells and all cells have essentially the same structure.

b) A living thing increases the population of its own kind and grows by cell division.

b. Construction of the body of multicellular organisms.

a) The body of a living thing has the function of taking in nutrients, and enzymes in the animal body play an important role in the digestion.

b) The body of a living thing, in some cases, develops the structure which enables the body to transport substances both necessary and unnecessary for the cells. In higher animals blood and its circulation play an important role.

c) A living thing takes in organic nutrients and respires. In higher animals the mechanism which enables the body to exchange the internal and external gases is developed.

d) Higher animals have the mechanism which enables the body to excrete waste substances.

e) A living thing has the mechanism of receiving external stimuli and responding to it. In higher animals the nerve system is developed and it causes motions and other responses.

4) Changes in weather.

To make students consider, through observations and experiments, that weather changes are made in relation to the changes in the state of water due to the sun's radiation and motions of the atmosphere, and on the basis of these considerations, to make students understand the mechanism of weather changes and their regularity.

a. Water in the atmosphere.

a) The humidity depends on the atmospheric temperature and the water-vapour content of the air.

b) Water on the earth's surface evaporates by receiving the sun's radiation and in some cases the water-vapour produces clouds when cooled; then water returns to the earth's surface as rain, etc.

b. Atmospheric pressure and wind.

a) The earth's surface is covered by the atmosphere and the atmospheric pressure varies from time to time and place to place.

b) Distribution of the atmospheric pressure is shown by isobars, and wind direction and speed on the earth's surface are dependent upon high and low barometric pressure and the state of isobars.

c. Changes in weather

a) Fine weather and bad weather are induced by distribution of high and low barometric pressure.

b) Cold and warm air masses contact at a weather front, and as the front moves, changes in temperature, humidity, wind, clouds and other weather elements take place.

c) Changes in weather can be foreseen from the distribution of atmospheric pressure, weather fronts,

etc.

5) Mutual relationship between living things.

To make students understand, through observations and experiments, that bio-organisms live on the organic compounds which are synthesized by green plants, and plants, animals and microorganisms live in the world of bio-organisms being interrelated to one another.

a. Production and consumption in the world of bio-organisms.

a) Green plants produce organic compounds from carbon dioxide and water by using light energy. Also photosynthesis is affected by existing conditions such as the intensity of light and the amount of available carbon dioxide.

b) Substances produced by photosynthesis are not only used for growth and living of plants but also converted to other substances, stored in plants in the converted form and consumed even by animals.

b. Decomposers in the world of bio-organisms.

a) There are many kinds of bio-organisms living in soil and all of them are interrelated to one another in their ways of taking nutrients.

b) Dead bodies of bio-organisms and wastes excreted by bio-organisms are decomposed by microorganisms and turn into inorganic substances; and these substances are utilized again by plants for their growth.

c. Relationships in the world of bio-organisms.

a) There are some organisms which can make nutrients by themselves and those which live on the nutrients made by others; and both are interrelated.

b) The kind and number of living things in a finite area are limited and a balance is maintained.

6) The earth's crust and its changes.

To make students realize, through observations and experiments, that sedimentary and igneous rocks which

form the earth's crust have respective characteristics relating to their origins, understand changes in the crust, and further consider changes in the natural environment in the past on the basis of the fact presently seen in the strata.

a. Appearance of strata and sedimentary rocks.

a) A comparison between strata can be made based on the characteristics of the composite materials, thickness, and the superposition pattern of the layers.

b) The origin of strata can be estimated by the characteristics of the superposition pattern of the layers, composite materials, and other features.

c) Sedimentary rocks can be classified by composite materials of the rock, their particle sizes, and other factors.

b. Aspect of volcanoes and igneous rocks.

a) It is believed from the aspect of volcanic activities that magma lies deep beneath the earth's surface, and when it cools and solidified, various igneous rocks are formed.

b) Igneous rocks can be classified by the rockforming minerals, varieties in the texture of the mineral, etc.

c. Earthquakes and the tremors.

a) There are preliminary weak tremors and main tremors in an earthquake, and the length of time of preliminary weak tremors and the intensity of the trembling depend on the distance from the center of the earthquake shock and the magnitude of the earthquake.

b) Earthquakes show a tendency to occur in particular regions and changes in the ground and disasters can be brought about.

d. Changes in the earth's crust.

a) Clues to know rising or sinking of the ground can be found on the seashore.

b) Faults, folds, and discordance seen in strata can be a key to learning the past changes in the earth's crust.

c) The environmental conditions at the time of deposition of each layer can be estimated from fossils in the strata, composite materials and their superposition patterns.

7) Human beings and nature.

To make students realize the conditions which sustain the existence of human beings on the basis of fundamental understanding of the natural environment, matters, and phenomena. Also to make them consider that when the development or the use of nature should be made, it is important to carry it out on a well-laid plan taking into account the balance in the natural world.

a. Substances and energy sustaining human existence.

a) There are air, water, soil, the sun's radiation, etc. on the earth's surface and they compose the life environment of living things.

b) Among the substances utilized by men there are products of plants and resources which are dug out of the ground.

c) The sources of energy utilized by men are products of the sun's radiation in the past and at present, and the atomic power, etc.

b. Balance in nature and preservation of the natural environment.

a) There are energy transfers and the circulation of substances in the natural world, and thus various kinds of balance are maintained.

b) Sometimes development or use of nature changes or breaks the balance in the natural world; therefore it is important to conserve the environment by preserving and regulating nature.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach 1) and 2) above in Grade 1, 3) and 4) in Grade 2, and 5) through 7) above in Grade 3.

2) As for the item 1) under the Contents, 'plants' in 1)-b.-a)

should be taught focusing on seed-bearing plants, and ferms, moss plants, and algae should be also dealt with. With regard to 'animals' in 1)-c.-a), vertebrate animals should be mainly taught in addition to insects. When the classification is taught in relation to the items 1)-b.-b) and 1)-c.-b), the fact that living things have been changed should be touched upon citing the close relationship existed among the living things.

3) As for the item 2) under the Contents, facts on which the students can make observations should be mainly dealt with in teaching the item 2)-a. In teaching 'planets' in 2)-b.-b), main planets should be taken up and their general features should be dealt with. In 'brightness of stars' in 2)-c.-a), mainly apparent brightness should be taught.

4) As for the item 3) under the Contents, the fact that the basic units of inheritance are carried by chromosomes should be touched upon in teaching the item 3)-a.-b), but the mechanism of heredity should not be dealt with. The animal to be taught in 3)-b. should be mainly men. As for 'enzymes' in 3)-b.-a), only one or two enzymes should be taken up, and emphasis should be placed upon changes in their power depending on temperature conditions.

5) As for the items 4) under the Contents, the teaching of the relation between isobars and wind directions in 4)-b.-b) should be made mainly by means of observation data. With regard to the instruction on weather map in 4)-c. emphasis should be placed on its reading.

6) As for the items 6) under the Contents, the definition of the magnitude of earthquakes should not be dealt with in relation to the teaching of 'magnitude of earthquakes' in 6)-c.-a). With regard to 'fossils' in 6)-d.-c), instruction should be made mainly on facies indicators and index fossils, and eras of geologic time should not be touched on.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH THE FIELDS

1. In preparing the teaching programme, approximately the same number of school hours should be allotted to each Field during a year. In doing so, careful consideration should be given to the correlation between two Fields as well as between teaching items so that studies in different Fields are complementary to one another in nurturing ways of viewing and thinking which are unique to each Field.

2. In the teaching of the Contents consideration should be made so that the cultivation of an ability to inquire into nature and the formation of fundamental concepts can be achieved naturally and step by step, by effectively utilizing the local environment and actual situation of the school and emphasizing the students' direct experience of natural matters and phenomena.

3. In undertaking observations, experiments and field work, it is necessary to give thorough guidance on the prevention of accidents and pay due attention to the handling and disposal of chemicals.

I. OVERALL OBJECTIVES

To help students increase the ability in musical expression and appreciation, encourage a love for music, and nurture a truly musical sensibility.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To make students find the pleasure of singing and instrumental performance, and develop the ability for creative expression, putting emphasis on sensible understanding of music.

(2) To make students develop the ability of appreciation and cultivate an attitude to appreciate music positively, putting emphasis on sensible appreciation of richness and beauty in musical expression.

2. Contents

A. Expression

1) To develop expressive ability through the following activities:

a. To express with concern for producing a full resonant singing voice and beautiful tone of musical instruments.

b. To sing with correct pronunciation while examining the intonation, stresses and rhythm of song texts.

c. To deepen expressivity while appreciating the poetic content of song texts or the feeling of musical compositions.

d. To express while discovering the contours of musical phrases.

e. To sing in chorus or to play in concert while developing a sense of ensemble by careful listening to and blending of one's own vocal or instrumental part into the whole.

f. To play in concert while listening to rich sounds of various instruments adding instruments of the middle and low registers to the instrument of the high register.

g. To express with instrument and voice creating short melodies or melodies suitable for song texts.

2) To understand the following through expressive activities:

a. Characteristics of the major scale, minor scale, and Japanese scales.

b. Relationship between melody and harmony.

3) The following should be teaching materials for expressive activities:

a. Easy and readily enjoyable songs chosen from folk music of Japan and other nations and from the classical to contemporary works. Folk songs of individual areas can be taught.

b. Materials for vocal music should be solo songs, rounds, and two-part and three-part choruses.

c. Materials for instrumental music should be concert pieces including accompaniments and obligatos for songs.

d. The following three should be included as common vocal materials:

Sunayama (*Shinpei Nakayama*, Words by *Hakushū Kitahara*)

Akatonbo (*Kōsaku Yamada*, Words by *Rofū Miki*)

Kōjō no Tsuki (*Rentarō Taki*, Words by *Bansui Tsuchii*)

B. Appreciation

1) To develop the ability of appreciation through the following activities:

a. To appreciate the tone-colours of various instruments and voices, and the sounds and effects of their combinations.

b. To appreciate the functions of the basic elements of music as they characterize individual pieces.

c. To listen to the music with full imagination, and to appreciate the variety of expression.

2) The following should be teaching materials for appreciation

activities:

a. *Sō* music, solo songs, music for string ensemble, music for orchestra, music of individual regions in Japan, and folk music of other nations.

b. The following five should be included as common appreciation materials:

"Spring" from the Four Seasons,
Ilcimento dell'armonia e dell'inventzone *(Vivaldi)*

Erlkönig *(Schubert)*

On the Trail from Grand Canyon Suite *(Grofe)*

Sawing Song for Orchestra *(Kiyoshige Koyama)*

Rokudan for Sō *(Kengyō Yatsuhashi)*

Second Grade

1. Objectives

(1) To make students find the pleasure of singing and instrumental performance, and develop the ability for creative expression, putting emphasis on the understanding of musical functions.

(2) To make students develop the ability of appreciation and cultivate an attitude to appreciate music positively, putting emphasis on the appreciation of the beauty of musical structure.

A. Expression

1) To develop expressive ability through the following activities:

a. To express with care for producing a full resonant singing voice and beautiful tone of musical instruments.

b. To sing with clear pronunciation, while examining the intonation, stresses and rhythm of song texts.

c. To deepen expressivity while studying the poetic content of song texts or the structure of musical compositions.

d. To express while examining the phrasing and the total musical context.

e. To sing in chorus or to play in concert in harmony with the total sound while becoming aware of the roles of individual parts.

f. To play in concert to achieve a full sound with proper balance of parts, while considering the balance between the high, middle and low tones, and the harmonious combinations of instruments.

g. To express with instrument and voice by creating coherent melodies or suitable melodies for song texts.

2) To understand the following through expressive activities:

a. Characteristics of simple and compound meters.

b. Relationship between melody and harmony, and relationship between the principal melody and other melodies.

3) The following should be teaching materials for expressive activities:

a. Readily enjoyable songs chosen from the folk music of Japan and other nations and from the classical to contemporary works. Folk songs of individual areas can be taught.

b. Materials for vocal music should be solo songs, rounds, and two-part and three-part choruses.

c. Materials for instrumental music should be concert pieces including accompaniments and obligatos for songs.

d. The following three should be included as common vocal materials:

Hamabe no Uta (*Tamezō Narita*, Words by *Kokei Hayashi*)

Natsu no Omoide (*Yoshinao Nakada*, Words by *Shoko Ema*)

Sōshunfu (*Akira Nakada*, Words by *Kazumasa Yoshimaru*)

B. Appreciation

1) To develop the ability of appreciation through the following activities:

a. To appreciate the particular effects produced by various vocalization techniques, instrumental tone-

colours, and various scales,etc.

b. To appreciate thematic repetitions, transformations, and contrasts in the flow of music, in terms of the total musical context.

c. To become aware of the differing characteristics of polyphony and homophony.

2) The following should be teaching materials for appreciation activities:

a. *Gagaku, shamisen* music, solo and orchestra, music of individual areas in Japan and folk music of other nations.

b. The following five should be included as common appreciation materials:

"Little" Fugue in G Minor *(J.S. Bach)*

Symphony No.5 in C Minor Op. 67 *(Beethoven)*

"Clair de Lune" from Suite Bergamasque *(Debussy)*

Gagaku: Etenraku

Nagauta: Kanjinchō (The section from "Traveling clothes ..." to "... arrived at the seashore of *Kaizu*." is used.) (*Rokusaburo Kineya IV*)

Third Grade

1. Objectives

(1) To make students find the pleasure of singing and instrumental performance, and foster the ability for creative expression, putting emphasis on a comprehensive understanding of music.

(2) To make students develop the ability of appreciation and cultivate an attitude to appreciate music positively, putting emphasis on the appreciation of the characteristics of musical works.

2. Contents

A. Expression

1) To develop expressive ability through the following

activities:

a. To express while devising to produce a full resonant voice and beautiful tone of musical instruments.

b. To devise expressivity in performance while grasping the poetic content of song texts or the characteristics of individual compositions.

c. To express each piece correctly by understanding the phrasing and the total musical context.

d. To sing in chorus or to play in concert in harmony with the total sound while putting life into the vocal parts.

e. To perform ensemble by devising musically balanced combinations of instruments.

f. To compose melodies for instrumental performance or melodies suitable for song texts, and to perform them with vocal and instruments.

2) To understand the following through expressive activities:

a. Use of ornamentation in the melodies of Japanese *Minyō*.

b. Relationship between melody and harmony and the relationship between the principal melody and other melodies.

3) The following should be teaching materials for expressive activities:

a. Readily enjoyable songs chosen from the folk music of Japan and other nations and from the classical to contemporary works. Folk songs of individual areas can be taught.

b. Materials for vocal music should be solo songs, rounds, two-part and three-part choruses, and four-part choruses for mixed voices.

c. Materials for instrumental music should be concert pieces.

d. The following two should be included as common vocal materials:

Yashi no Mi (*Toraji Ōnaka*, Words by *Tōson Shimazaki*)

Hana (*Rentarō Taki*, Words by *Hagoromo Takeshima*)

B. Appreciation

1) To develop the ability of appreciation through the following activities:

a. To discover and appreciate the characteristics of music using non-metric rhythm and of music using micro-intervals.

b. To become acquainted with elementary historical and geographical information regarding musical compositions.

2) The following should be teaching materials for appreciation activities:

a. Music of the *shakuhachi*, concertos, orchestral pieces, music of individual areas in Japan, and folk music of other nations.

b. The following three should be included as common appreciation materials:

"Die Moldau" from My Country (*Smetana*)

Piano Concerto in A Minor Op. 16 (*Grieg*)

Shakuhachi music: *Shika no Tōhne* (Composer unknown)

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. In preparing the teaching programme, care should be taken that balance and integration is achieved between activities in musical expression and activities in musical appreciation.

2. In teaching the Contents, consideration should be given to the following:

(1) The teacher should guide students whose voices are changing to sing in an appropriate register and volume, and also consideration should be given to the psychological aspect of these students who may lose the confidence or interest in musical activity.

(2) The "Movable Do" system of solmization is to be used in teaching singing.

(3) In teaching of singing by reading musical scores, in-

struction should be given to accustom students, on basis of experience gained in elementary school, sight-singing ability to the level of reading in keys with 2 sharps or 2 flats during three years.

(4) In teaching of instrumental music, instruction should be given, on the basis of experience already gained with treble melody instruments at elementary school, to add instruments of middle lower registers. Appropriate use may also be made, in accordance with the necessity, of wind, string, percussion, keyboard and chording instruments, electronic and indigenous Japanese instruments.

(5) In teaching with the items mentioned under the Contents A. - 1)- g. for Grade 1 and Grade 2, and under the Contents A. - 1)-f. for Grade 3, attention should be given to stressing creative activities, avoiding teaching theory alone or having students involved only in writing musical notation.

(6) In teaching musical expression, the teacher should devise physical expressive activities, such as rhythm accompaniments, rhythm canons, etc.

3. As for "Music" as an elective subject at Grade 3, appropriate items should be selected, in consideration of the realities of the school and region, from the contents specified for each grade and taught deeply in order to make students find deeper enjoyment of singing in chorus or playing in concert accordingly with the characteristics of students.

Section 6 Fine Arts

I. OVERALL OBJECTIVES

To make students develop the ability in aesthetic expression and appreciation, enjoy the pleasure of creative activities, cultivate an appreciation of art, and foster an enriched sensibility in the fine art.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To make students foster their aesthetic intuition and imaginative powers through the expressive activities of painting and modeling, thereby cultivating the ability and attitude of artistic expression.

(2) To make students enrich their ideas through the expressive activities of design and craft, thereby cultivating the ability and attitude to produce works based upon various purposes and conditions.

(3) To make students appreciate various works openly through the appreciation activities, and arouse an interest in the beauty of nature as well as creative works.

2. Contents

A. Expression

1) To enable students to paint on the basis of observation and imagination.

a. To grasp the beauty in nature and the one's immediate surroundings, and to choose the themes based on what has been experienced and thought about.

b. To think about various ways of observing an object, to grasp the shapes and colours of an object in relation to the whole and the component parts, and to devise ways for expression.

c. To think of a composition from the point of view of one's intention, and to express the ideas vividly.

d. To compose a painting taking into consideration an understanding of the characteristics of the materials and tools.

2) To enable students to make a model on the basis of observation and imagination.

a. To grasp the beauty in nature and one's immediate surroundings as a solid body, and to choose themes based on what has been experienced and thought about.

b. To devise the plan for expression, while perceiving the beauty as a solid body and observing an object from various angles.

c. To express an idea vividly by devising modeling and carving methods.

3) To enable students to compose with colours, shapes, etc. and to make a design which transmits their ideas.

a. To compose art works on the basis of the characteristics of natural and artificial things, and abstract forms.

b. To arrange colours, taking into consideration the harmony of colours in terms of their similarities and contrasts.

c. To realize the properties and quality of the materials and to use them for art work taking into account their effects.

d. To think about the aim of graphic design, and to develop an idea which can express it effectively and aesthetically using colours and forms.

e. To think about the techniques of design so as to satisfactorily communicate the content.

4) To enable students to design for actual use and display based on specific purposes in producing their crafts.

a. To make an idea clear by making a diagram and a simple model.

b. To comprehend the properties of the materials and proper use of tools, and to develop a project devising the order and methods of work.

B. Appreciation

1) To appreciate paintings and works of sculpture.

a. To appreciate the beauty of paintings and works of

sculpture, and to perceive how the artist's ideas and feelings are expressed.

b. To become familiar with paintings and works of sculpture, and to value them.

2) To appreciate design and crafts.

a. To appreciate the various designs, plans of crafts and device in production in the immediate surroundings.

b. To become interested in the role of design and crafts in daily life, and to value them.

Second Grade

1. Objectives

(1) To make students develop their aesthetic intuition and imaginative powers through the expressive activities of painting and modeling, thereby cultivating the ability and attitude of artistic expression.

(2) To make students understand the purposes and conditions of design and crafts work and form an idea on these through the expressive activities, thereby cultivating the ability and attitude for systematically making their works.

(3) To make students become interested in the creative effects of a work through the appreciation activities, thereby cultivating the ability and attitude of observing a work considering the emotions of the artist.

2. Contents

A. Expression

1) To enable students to paint on the basis of observation and imagination.

a. To grasp the beauty of an object, and to choose themes clearly based on what has been experienced and thought about.

b. To think of various ways of observing an object, and to devise ways to express the perception of the space and movement.

c. To express ideas clearly, thinking of the variations

and unification of the shapes and colours and devising a composition, according to the intention of the expression.

d. To make out a composition after selecting the materials and instruments taking into consideration their characteristics and properties.

2) To enable students to make a model on the basis of observation and imagination.

a. To grasp the beauty of an object as a solid body, and to choose the themes based on what has been experienced and thought about.

b. To systematically express the characteristics of an object, after observing it from various angles, perceiving the proportion, balance, movement, etc. of a solid body.

c. To make a three dimensional work, elaborating ideas by using the shapes and properties of the materials.

3) To enable students to compose with colours, shapes, etc. and to make a design which transmits their ideas.

a. To compose taking into consideration rhythm and balance, intending various aesthetic order of variations and unification by using ways of division, arrangement, etc.

b. To arrange colours, taking into consideration the balance of area and the positioning of colours.

c. To understand the aim of graphic design and clarify what should be transmitted and the feelings to be expressed.

d. To visualize a plan effectively and aesthetically, expressing what should be transmitted and the feelings to be expressed.

e. To think about the techniques of graphic design systematically so as to satisfactorily communicate the content.

4) To enable students to make designs for actual use and display based on specific purposes and to produce their crafts.

a. To clarify the conditions of design considering the

purpose of it and use of materials.

b. To devise ideas to produce harmonious works, depending on various conditions.

c. To express an idea by presenting a diagram and a model, and to make a project considering the order and methods of production.

B. Appreciation

1) To appreciate paintings and works of sculpture.

a. To appreciate the beauty of paintings and works of sculpture, and to perceive in what ways the artist's ideas and feelings are expressed.

b. To recognize the values of paintings and works of sculpture as a cultural heritage, and to become interested in the characteristics of artistic works.

2) To appreciate design and crafts.

a. To become interested in various designs in the immediate surroundings and the methods of production of crafts, and to appreciate the ideas and devices of the artists.

b. To become interested in the relationship between life and the works of design and crafts, and to enjoy the pleasure of the use of these works.

Third Grade

1. Objectives

(1) To make students increase their aesthetic intuition and imaginative powers through the expressive activities of painting and modeling, thereby cultivating the ability and attitude of artistic expression.

(2) To make students understand the various aims and conditions of design and craft, and synthetically deal with colours, shapes, quality of materials, etc. through the expressive activities, thereby cultivating the ability and attitude of systematic production.

(3) To make students cultivate the ability and attitude of observing works independently through the appreciation activities, thereby deepening the concern over the relation of life to beauty.

2. Contents

A. Expression

1) To enable students to paint and to make a model on the basis of observation and imagination.

a. To learn to grasp the themes independently based on the observation of an object as well as what has been experienced and thought about.

b. To deepen their way of observing an object, and to devise ways of expressing what has been felt and thought about an object.

c. To simplify and emphasize shapes and colours, and to select the way of expression according to the intention of expression, and to learn how to express the idea in the most effective way.

d. To select proper materials and instruments,to make the best of their respective characteristics, and to devise proper ways of expression.

2) To enable students to compose with colours, shapes, etc. and to make graphic designs which transmit their ideas, and projects of crafts.

a. To think of the functional use of colours, shapes and quality of the materials, to deal with them synthetically, and to make a composition showing aesthetic order.

b. To make a project by using to the best advantage the properties of the materials for a particular use.

c. To show an idea by presenting a diagram and a model, to confirm the plan, and to think about the order and methods of making a project.

d. To devise and make a project, comprehending the beauty, in which the functions, materials, composition, etc. are kept in balance with each other.

B. Appreciation

1) To appreciate fine arts.

a. To appreciate the worth and beauty of fine arts which are varied in accordance with the difference in time, races, natural feature, etc., and to understand the

role art plays in the promotion of international understanding and friendship.

b. To increase the concern over the harmony of nature and artistic works, and to become interested in the role it plays in forming the environment.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. In preparing the annual teaching programme, consideration should be given to the interrelation of the items indicated in A. and B. of the Contents for each grade.

2. In dealing with tools, paints, fire, etc., it is necessary to pay full attention to the prevention of accidents.

3. As for "Fine Arts", as an elective Subject in Grade 3, appropriate contents from the one indicated for each grade should be selected and taught in depth considering the realities of local community and school in accordance with the students' characteristics, etc. in order to make them experience the joy of creative activities.

Section 7 Health and Physical Education

I. OVERALL OBJECTIVES

To develop a habit to take interest in sports through a rational practice of exercises, and to understand health and safety, so as to strive for promotion of health and improvement of physical strength, and to cultivate the attitude of having a sound life both mentally and physically.

II. OBJECTIVES AND CONTENTS FOR EACH FIELD

Field of Physical Education

1. Objectives

(1) To make students build up a strong body, cultivate strong will, and improve physical strength through proper practices of various types of exercises.

(2) To make students learn necessary skills for sports through various types of rational exercises, thereby experiencing the pleasure of exercise and fostering their ability and attitude of making life wholesome and bright.

(3) To make students cultivate a fair attitude through competition and co-operation in exercises and foster the attitude of observing rules willingly and of fulfilling responsibilities through a mutual co-operation.

(4) To make students foster the attitude of practicing exercises with due attention to health and safety.

2. Contents

A. Gymnastics

1) To make students to improve their physical strength, taking interest in their own body, through the purposeful practices of the following types of exercises:

a. Exercises designed to improve rhythmic movements.

b. Exercises designed to improve timely movements.

c. Exercises designed to improve rapid movements.

d. Exercises designed to improve powerful movements.

e. Exercises designed to improve sustaining power of movements.

2) To enable students to utilize gymnastics in accordance with their individual strength and their way of living.

3) To enable students to systematically practise exercise in co-operation with others.

4) To have students acquire the way of actions such as assembling, standing in regular order, changing formation of lines and changing the marching directions.

B. Sports for Individuals

Athletic sports

1) To enable students to improve the skills of running and jumping through the following exercises to the best of their abilities.

   a. Short-distance running, relay, long-distance running and hurdle running.

   b. Running long jump or running high jump.

2) To enable students to practise good sportsmanship towards the results of the games, and to consider the reason for the result, and to contrive ways of further training.

3) To enable students to practise exercises with due consideration to their health and safety by checking the track and their physical conditions.

Exercises with apparatus

1) To make students to practise the following types of exercises, having specific tasks which are suited to their own skills, and to perform them successfully.

   a. Horizontal bar, exercises on the mat and exercises on the balance beam, with contrived combinations of the skills.

   b. Vaulting horse exercises, with contrived ways of jumping.

2) To enable students to practise exercise with due attention to the safety and cleanliness of the equipment and apparatus.

Swimming

1) To enable students to practise the following exercises,

having specific tasks which are suited to their own swimming ability, and to continuously swim for long distance.

a. Crawl stroke, breast stroke and back stroke.

b. Reverse diving.

2) To enable students to follow regulations and instructions on the prevention of swimming accidents, and to swim safely.

C. Team Sports

1) To make students acquire the necessary skills for the following sports, and to enable them to play games using offensive and defensive skills by making good use of group motor skills.

a. Basketball.

b. Volleyball.

c. Soccer.

2) To have students recognize their own roles in their teams, and to enable them to fulfill their responsibilities and to co-operate with each other in training and in games.

D. Combat Sports

1) To have students acquire the necessary skills for the following sports, and to enable them to play a match by corresponding to the movement of the opponent.

a. *Sumo* (Japanese traditional wrestling).

b. *Judo* (Japanese traditional wrestling).

c. *Kendo* (Japanese traditional fencing).

2) To enable students to practise and play matches displaying respect and fair attitudes towards each other.

E. Dance

1) To enable students to perform the following expressions through the movements with an upsurge of emotion or coherent successive movements and to dance cheerfully.

a. The expression which gives a feeling of cheerfulness, lightness and smoothness.

b. The expression which gives a feeling of strong opposition.

c. The expression which gives a feeling of powerful cohesive activities in a group.

2) To enable students to appreciate the feeling of expressions and upsurge of emotion when looking at the performances done by others.

F. Knowledge about Physical Education

1) Exercises and the functions of body and mind.

a. Exercises and the functions of body.

To have students understand the functions of muscles and framework in the practice of exercises, the functions of the heart and the lungs in the continuation of exercises, and the functions of the nervous system in the regulation of exercises.

b. Exercises and the functions of mind.

To have students understand that the functions of mind such as will, intention and appropriate judgements are deeply concerned with the performance of exercises.

2) Exercise practice and measurement of physical strength.

a. Characteristics of exercises and training.

To have students understand that each sport requires its particular athletic skills, rules and manners, and also understand the principles of training, safety measures in exercise practice and safety in field activities.

b. Measurement of physical strength and utilization of the results.

To have students understand the methods of measuring physical strength and the way to utilize the results to the improvement of their own physical strength.

3. Points for Special Consideration in Teaching

1) With regard to the items under A. to E. of the Contents indicated above, they should be properly distributed among the grades, and instruction should be given by divising

the content in accordance with the grade level and the levels of students' skills.

As for the F. of the Contents indicated above, this should be taught mainly in Grades 1 and 2.

2) With regard to the items 3) and 4) under A. of the Contents, the teaching of these items should also be given properly in the teaching of B., C., D. and E. of the Contents.

3) With regard to B. of the Contents indicated above, consideration should be given to the following points:

   a. In Grade 3, instruction should be given on one or two from among athletic sports, exercises with apparatus and swimming.

   b. With regard to 1)-a. of exercises with apparatus, instruction should be given on two from among the activities indicated.

   c. With regard to swimming, this can be dispensed with in case where there are no proper swimming facilities available. In this case, however, instruction on the prevention of swimming accidents should be given.

4) With regard to the item 1) under C. of the Contents above, instruction should be given on two from among activities indicated.

   It is allowed to instruct handball instead of basketball.

5) With regard to D. under the Contents above, instruction should be made mainly for boys, and one of the sports indicated in D.-1) should be given. In this case, due attention to safety should be paid, by prohibiting them from using dangerous tricks and forbidden tricks.

6) With regard to the item 2) of Athletic Sports under B. of the Contents, this item should also be taught in the teaching of C. and D. of the Contents.

7) With regard to the E. of the Contents, fork dance should be included in its instruction, and this is mainly for girls.

8) With regard to the A. to E. under the Contents, selection and teaching of the contents should be made with due consideration of the realities of the school and region as

well as of the particular characteristics of boys and girls.

9) According to the realities of the school and interest of students, instruction can be given on one of the following games: tennis, ping-pong, badminton or soft ball.

10) In snowy and cold areas, skiing and skating may be added to the activities.

Field of Health

1. Objectives

(1) To make students understand the growth of mental and physical functions and the healthy life, and foster the attitude to maintain and promote health in a rational manner.

(2) To make students understand the relationship between health and environment, and foster the ability and attitude to maintain and improve the environment which is good for the health.

(3) To make students deepen the understanding of the prevention of accidents and diseases, acquire basic skills on first aid, and foster the ability and attitude to practise these skills.

2. Contents

1) To make students understand the following mental and physical growth.

a. That the respiration and circulation functions grow according to the age, and the secondary sex character appears in accordance with the physical growth and accompanying endocrine function.

b. That the athletic motor skills advance in accordance with the physical growth and development and through exercise.

c. That the growth of the mental functions such as intellect, sentiment and sociality are affected and developed by the cerebral growth and life experiences.

d. That a man acts to fulfill his desire, but that it is necessary to maintain a mental balance and to fulfill such desires in a correct manner.

2) To make students understand the following matters concerning the health and environment.

a. That the body is adaptable to a certain degree to the change of natural environment.

b. That a certain range of temperature and intensity of illumination is required in a room to enjoy comfortable and efficient daily life.

c. That a density of carbon dioxide in the air in a room is an indicator of polluted air and that carbon monoxide caused by imperfect combustion is harmful and the acceptable limit is fixed for the both.

d. That the sun light is very useful for maintaining the good health as it makes vitamin D in our body and it has sterilizing power.

e. That the water necessary for the maintenance of our lives and for living is ensured through artificial means to meet a hygienic standard.

f. That the wastes produced by human activities and industrial activities should be managed hygienically so as not to contaminate the environment.

3) To make students deepen the understanding of the prevention of accidents and diseases.

a. Injury occurs for personal and environmental reasons, but many injuries can be prevented by the measures of the safety action and those of the improvement of the environment.

b. Through appropriate first aid measures, a serious turn of sudden illness and injury can be prevented.

c. Some diseases are detectable, while the others are not, on three major factors involved, namely victims of diseases, environmental conditions, and origins of diseases. Most of the diseases can be prevented by taking the appropriate measure in respect of these three factors.

d. There are some diseases which pass unnoticed, therefore, the early detection of diseases through medical examinations and the early treatment of them are necessary.

4) To make students understand the health and life.

a. Health can be improved through exercises appropriate to age, sex and way of life.

b. The consumption of bodily energy through exercise and work is different, depending on the quality and quantity of the movements.

c. In order to supply the energy that was spent by physical action and to maintain health, it is necessary to eat well-balanced nourishing food.

d. Such actions as exercise, study and work cause fatigue, but fatigue can be removed with the appropriate rest.

e. Health of the individual and the health of the group to which that individual belongs affect each other. In order to maintain and promote the group's health, institutional activities like health centers have been established in local communities.

3. Points for Special Consideration in Teaching

1) Among the items 1) to 4) under the Contents, it should be the standard to teach 1) for Grade 1, 2) for Grade 2, and 3) and 4) for Grade 3.

2) With regard to a. and b. under 1) of the Contents, instruction should be given on sexual and individual differences.

3) With regard to f. under 2) of the Contents, consideration should be given to the relationship between pollution and health in accordance with the actual conditions of the region.

4) With regard to b. under 3) of the Contents, instruction should be given on the basic way of applying bandages, stanching, artificial breathing, carrying a patient and on first aid for sudden ill and injury, and their practice should also be conducted.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. The total number of school hours to be alloted to each field for the three years should be, as a principle, 260 school hours for the field of Physical Education and 55 school hours for the field of Health.

The hours for the field of Physical Education should be divided into each grade appropriately. As for A. to E. of

the Contents, instruction should not be partial to the specific contents, and for the items under F. of the Contents, about five percent of the total school hours for the field of Physical Education should be given.

School hours for the field of Health should be distributed to each grade, but a certain number of school hours should be given in Grade 3.

2. In relation to the instruction on exercises, the measurement of physical strength should be systematically conducted for making it possible to use it for the improvement of physical strength.

3. In "Health and Physical Education", as an elective subject for Grade 3, instruction should be given so that students may fully enjoy exercises according to their individual ability, and improve the skills for health and safety in every day life, by selecting the appropriate Contents from among the items indicated in the Contents of each Field, in view of the realities of the area and the school.

Section 8 Industrial Arts and Homemaking

I. OVERALL OBJECTIVES

To make students acquire skills necessary in life, thereby making them understand the relationship between life and skill in home and society, and to develop an ability to devise and create an attitude to practise.

II. OBJECTIVES AND CONTENTS FOR EACH AREA

A. Wood Working

1. Objectives

(1) To make students understand the relationship between the properties of wood and ways of working through the design and production activities of simple wood product, and to develop an ability to produce accordingly with the objective of production.

(2) To make students understand the relationship between load, material and structure through the design and production activities of wood product, and to enhance an ability to produce accordingly with the purpose and condition of usage.

2. Contents

Wood Working I

1) To give instruction on the following in regard to the designing of wood product.

a. To know how to present ideas necessary in production work.

b. To form a concrete idea of the product in accordance with the purpose of usage, and to be able to make an idea sketch using methods of oblique projection and isometrical projection.

2) To make students understand the features and usage of wood and joining materials.

3) To instruct the following with regard to the ways of using and working with woodwork tools.

a. To be able to saw and shave wood materials through the proper use of saw and plane.

b. To be able to assemble work smoothly through the proper use of glue and joining materials.

4) To make students consider the relationship between human life and effective utilization of wood.

Wood Working II

1) To give instruction on the following in regard to the designing of wood product.

a. To be able to present an idea sketch on a wood product in accordance with the purpose and condition of usage.

b. To devise ways to use wood materials in order to reinforce the strength of the wood materials and structure.

c. To be able to develop a plan for production using the third angle projection method, based on the idea sketch.

2) To make students understand the properties of wood and painting materials, and their usage.

3) To give instruction on the following in regard to the usage of tools and machines for woodworking.

a. To be able to cut and plane the wood materials through the proper use of tools and machines for woodworking.

b. To be able to do mortise and tenon joint work through the proper use of tools and machines for woodworking.

c. To be able to assemble adequately following the plan for production.

d. To be able to paint adequately depending on the usage of the finished product.

4) To make students examine the role of wood in daily life and industry.

3. Points for Special Consideration in Teaching

It should be the standard to teach "Wood Working I" in Grade 1 and "Wood Work II" either in Grade 1 or Grade 2.

B. Metal Working

1. Objectives

(1) To make students understand the properties of metal materials and the method of working through the activities of designing and production of simple metal goods, and to develop an ability to produce metal goods according to the objective of production.

(2) To make students understand the nature and structure of metal materials through the activities of designing and production of metal goods, and to enhance an ability to produce metal goods in accordance with the purpose and condition of usage.

2. Contents

Metal Working I

1) To give instruction on the following in regard to the designing of metal goods.

a. To know how to present ideas necessary in production work.

b. To form a concrete idea of the product in accordance with the purpose of usage, and to be able to make an idea sketch using methods of oblique projection and isometrical projection.

2) To make students understand the properties and usage of working and joining materials.

3) To give instruction on the following in regard to the ways of using and working with metal work tools.

a. To be able to cut, to fold and to file metal materials through the proper use of metal work tools.

b. To be able to fasten metal materials through the use of the fastening tool.

4) To make students consider the relationship between human life and effective use of metal materials.

Metal Working II

1) To give instruction on the following in regard to the designing of metal goods.

a. To be able to present an idea sketch on a metal work in accordance with the purpose and condition of usage.

b. To devise ways to reinforce the strength of metal materials and their structure.

c. To be able to develop a plan for production using the third angle projection method, based on the idea sketch.

2) To make students understand the properties and usage of metal working materials and tools.

3) To give instruction on the following in regard to the usage of tools and machines for metal work.

a. To be able to cut and file materials properly through the use of tools for metal work.

b. To be able to drill and lathe through proper operation of the machine.

c. To be able to fasten materials properly through the use of fastening tools.

4) To make students examine the role of metal materials in daily life and industry.

3. Points for Special Consideration in Teaching.

1) It should be the standard to teach "Metal Working I" either in Grade 1 or Grade 2 and to teach "Metal Working II" in Grade 2.

2) It is necessary to avoid duplication in teaching contents when the items a. and b. under 1) of "Metal Working I" and item c. under 1) of "Metal Working II" are taught, paying due attention to the relationship between items a. and b. under 1) of "Wood Working I" and item c. under 1) of "Wood Working II."

C. Machines

1. Objectives

(1) To make students understand the mechanism of machines through the activities of machine maintenance and production of a machine model, and to develop an ability to use machines properly.

(2) To make students understand the conversion and use of energy through maintenance of internal combustion engines, and to enhance an ability to utilize machines properly.

2. Contents

Machine I

1) To give instruction on the following in regard to the machine maintenance.

a. To be able to disassemble and assemble a machine in accordance with the purpose of maintenance.

b. To be able to examine and exchange the parts and to feed lubricating oil to the parts properly.

2) To enable students to design and manufacture a simple machine model or movable model.

3) To give instruction on the following in regard to the mechanism, elements and materials of machinery.

a. To understand the transmiting mechanism of motion.

b. To know the features and functions of machine elements.

c. To understand the characteristics of cast iron, alloy steel and light alloy.

4) To make students consider the relationship between the life and effective use of a machine.

Machine II

1) To give instruction on the following in regard to the maintenance of an internal combustion engine.

a. To be able to judge whether the engine operates well or not through the proper operation of the internal combustion engine.

b. To be able to disassemble and assemble the main body of the engine purposefully.

c. To be able to examine whether or not something wrong with an engine and to exchange parts properly.

2) To give instruction on the following in regard to the

internal combustion engine and its transmission.

a. To understand how the heat energy produced by fuel combustion is changed into work and the mechanism to take out the rotary motion of shaft.

b. To understand the mechanism of lubrication and cooling.

c. To understand the mechanism of discontinued transmission of power and of the speed change gear.

3) To make students examine the role played by machines in daily life and industry.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach "Machine I" in Grade 2 and "Machine II" in Grade 3.

2) In case "Machine II" is not studied, either 1) or 2) of "Machine I" is allowed not to be taught.

3) As for the instruction of 3) of "Machine I" instructional activity should be organized in accordance with the subject matters selected.

D. Electricity

1. Objectives

(1) To make students understand the structure of electric circuit through the activities of handling electric devices and of manufacturing electric tools, and to develop an ability to use electric devices properly and safely.

(2) To make students understand the function and use of electron through the activities of designing and manufacturing of equipment in which amplification circuits are employed, and to develop an ability to utilize electric devices properly.

2. Contents

Electricity I

1) To give instruction on the following in regard to the maintenance of electric devices.

a. To be able to examine electric devices.

b. To be able to connect a cord with an electric device

and with a wiring accessories.

c. To be able to prevent accidents caused by electric shock, overheating and a short circuit.

2) To enable students to design and assemble simple electric tools.

3) To give instruction on the following in regard to the circuit and structure of electric devices and electric materials.

a. To be able to read a circuit diagram of an electric device.

b. To understand the circuit and structure of an electric device.

c. To understand the properties of conductive and insulating materials.

4) To make students examine the relationship between the effective use of electricity and life.

Electricity II

1) To give instruction on the following in regard to the designing of equipment with amplification circuits.

a. To be able to read a circuit diagram using graphical notations for diode, transistor, etc.

b. To know the electric source and amplification circuits.

c. To be able to design equipment with amplification circuits in accordance with the purpose of usage.

2) To make students understand the functions and uses of electric circuit elements, such as diode, transistor, etc.

3) To give instruction on the following in regard to the manufacture of equipment in which amplification circuits are used.

a. To be able to properly arrange and fit parts and wiring.

b. To be able to adjust the assembled equipment.

c. To be able to examine properly the equipment using a measurement device.

4) To make students understand the functions of electricity in everyday life and industry.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach "Electricity I" either in Grade 2 or Grade 3, and "Electricity II" in Grade 3.

2) In case "Electricity II" is not studied, it is allowed to teach only either 1) or 2) of "Electricity I".

3) In regard to electric devices for "Electricity I", it should be taught using one or more heating devices, lighting devices or devices with an electric motor.

4) In regard to the instruction of 2) of "Electricity II", instructional activity should be organized in accordance with the subject matters selected.

E. Cultivation

1. Objectives

To make students understand the conditions of crop growth and cultivation techniques through the activities of crop cultivation, and to develop an ability to raise crops systematically.

2. Contents

1) To enable students to develop a plan for crop cultivation.

2) To give instruction on the following in regard to the environment suitable for the cultivation of crops and the ways of environmental adjustment.

a. To understand the relation between the growth of crops and its conditions and environment.

b. To understand the relation between the growth of crops and the properties of soil and fertilizers.

3) To give instruction on the following in regard to the cultivation methods, utilizing environmental adjustment.

a. To be able to implement care work properly in accordance with the growing process of crops.

b. To be able to prevent and exterminate diseases and noxious insects of crops properly.

c. To be able to grow flowers or vegetables utilizing environmental adjustment, such as maintaining warmth, adjustment of photoperiod, temperature control,

etc.

4) To make students examine the relation between agricultural cultivation and life.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach this area either in Grade 2 or Grade 3.

2) In regard to item c. under 3) of the Contents, appropriate plants for cultivation should be selected in view of the local environment and school conditions. Normal outdoor plant cultivation can be a substitute for the instruction on 3) of the Contents.

F. Clothes

1. Objectives

(1) To make students understand the relation between clothes and work through the activities of clothes making for work, and develop an ability to make clothing for work and to utilize them.

(2) To make students understand the relation between clothes and daily activities and the function of clothing materials through the activities of clothes making and of taking care of clothes, and develop an ability to make clothing suitable for daily activities and to treat the fiber materials properly.

(3) To make students understand the relation between clothes and relaxation and the features of handicrafts through the activities of making clothes for relaxation and handicrafts, and develop an ability to make clothes suitable for relaxation, to make handicrafts suited to the purpose of usage, and to make clothing in life comfortable.

2. Contents

Clothes I

1) To make students understand how to make a smock, and to enable them to plan properly for the sewing of a smock.

2) To make students understand what types of materials are suitable for a smock, and to enable them to select appropriate materials.

3) To give instruction on the following in regard to the methods of smock making.

a. To be able to take the measurements and to select patterns.

b. To be able to cut, sew and do finishing work.

c. To be able to make double and threefold stitching, to stitch a hem properly and to put sleeves.

d. To be able to make proper use of sewing implements.

e. To be able to operate properly and handle safely a sewing machine and an electric iron.

4) To make students examine the relation between daily work and clothes.

Clothes II

1) To make students understand how to make a skirt, and to enable them to make a plan for skirt making.

2) To make students understand what materials are suitable for a skirt, and to enable them to select appropriate materials.

3) To give instruction on the following in regard to the methods of skirt making.

a. To be able to take the measurements, and to select and correct the pattern.

b. To be able to cut, to sew tentatively, to correct, to sew finally and to finish.

c. To be able to sew darts, to sew hem stitching with an edge stitching machine, to fit the garment, to make a belt, etc.

4) To give instruction on the following in regard to washing clothes for daily use.

a. To be able to wash knitted clothes by hand, by washing machine and to finish.

b. To be able to handle fiber materials in accordance with the label on the garment.

5) To make students examine the relation between the

particular activity and clothes to wear.

Clothes III

1) To make students understand how to make pajamas, and to enable them to make a plan for pajama making.

2) To make students understand the features of materials suitable for pajamas, and to enable them to select materials.

3) To give instruction on the following in regard to the methods of sewing pajamas.

   a. To be able to take the measurements, and to select and correct the pattern.

   b. To be able to cut, to sew tentatively, to correct, to sew finally, and to finish efficiently.

   c. To be able to hem, to make a hem with bias tape, to put a collar and sleeves, etc.

4) To give instruction on the following in regard to the handicrafts.

   a. To know the basics of embroidery, knitting and dyeing.

   b. To be able to make product using embroidery, knitting and dyeing.

5) To make students examine the relation between relaxation and clothes and the features of clothes of Western and Japanese styles.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach "Clothes I" in Grade 1, "Clothes II" in Grade 2, and "Clothes III" in Grade 3, respectively.

2) In case "Clothes II" is not studied, part of the Contents for "Clothes I" can be omitted in accordance with the subject matters selected for items 1), 2) or 3) of "Clothes I".

3) In regard to item 4) of "Clothes III", instruction should be given either on embroidery, knitting or dyeing, with due consideration of the characteristics of the school and students.

G. Food

1. Objectives

(1) To make students understand the nutrition necessary for the youth and the charactetistics of food through the activities of cooking simple daily dishes, and develop an ability to prepare meals for the youth.

(2) To make students understand the selection of food through the activities of planning menus and of cooking daily dishes for the youth, and develop an ability to prepare systematically meals suitable for the youth.

(3) To understand the nutrition necessary for adults through the activities of planning menus and cooking daily dishes for adults, and to develop an ability to prepare systematically meals suitable for the adult.

2. Contents

Food I

1) To make students understand the nutrition for youths and menu of daily meals.

2) To give instruction on the following in regard to the characteristics of food and its selection.

a. To know the nutritional characteristics of food.

b. To know the characteristics of rice, fish, meat, vegetables, salt and *Miso* (bean paste) with regard to their cooking.

c. To be able to evaluate the quality of grains, perishables and others.

3) To give instruction on the following in regard to the cooking of daily meals.

a. To be able to cook rice and to make *Miso* soup.

b. To be able to make soup using roux.

c. To be able to roast or broil fish and meat with oil, and to make fried eggs.

d. To be able to make fried dishes and salads using vegetables, fruits and others.

e. To be able to use and handle cooking utensiles and heating sources for cooking safely.

4) To make students examine the appropriate ways and manners to dine.

Food II

1) To enable students to plan menu of daily meals for youths.

2) To give instruction on the following in regard to the characteristics of food and its selection.

a. To know the characteristics of wheat flour, oils and fats, agar, *Shoyu* (soy sauce) and vinegar with regard to their cooking.

b. To know the indications of the quality of food and the additives of food.

c. To examine ways of selecting foods in relation to the purpose of use, price, etc.

3) To give instruction on the following in regard to the cooking of daily meals.

a. To be able to make *Sushi* rice and *Sumashi-jiru* (clear soup).

b. To be able to prepare a dish using dried noodles.

c. To be able to prepare a dish using minced meat.

d. To be able to cook boiled and fried vegetables.

e. To be able to make cake with flour and pudding with agar.

4) To make students examine the relation between the utilization and cooking of processed food.

Food III

1) To make students understand the nutrition needed by the adult and enable them to plan menus of daily meals for the adult.

2) To give instruction on the following in regard to the characteristics of food.

a. To know differences in a variety of meats and fishes.

b. To know the characteristics of cow's milk, chicken eggs and starch with regard to their cooking.

3) To give instruction on the following in regard to the cooking of a daily meal.

a. To be able to make seasoned rice and *Kuzu-jiru* (soup with arrowroot).

b. To be able to cook boiled fish or to broil fish over an open fire.

c. To be able to prepare a vinegared dish and *Aemono* (dish dressed with sauce) using seaweed, fish and shell, vegetables, etc.

d. To be able to make a steamed dish using eggs.

e. To be able to make an oven-baked dish using flour, eggs, etc.

4) To make students examine the financial relation between the food and living expenses.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach "Food I" in Grade 1, "Food II" in Grade 2, and "Food III" in Grade 3.

2) In case "Food II" is not studied, instruction can be given on more than two items selected from among items a. to e. under 3) of "Food I". In that case, 2) of "Food I" should be treated carefully in accordance with the cooking taught on the items under 3).

H. Housing

1. Objectives

To make students understand comfortableness in housing through the learning activities of housing space planning, interior environment and equipment, and develop an ability to utilize housing space properly.

2. Contents

1) To give instruction on the following in regard to the planning of housing space.

a. To know the functions of space for cooking, eating, family gathering, etc.

b. To examine the desirable shape and dimension of furniture necessary for cooking, eating and family gathering, etc. and the means of their selection.

c. To be able to illustrate ideas on the space for cooking, eating, family gathering, etc. by a rough round plan or cross-sectional plan, and to examine them in three dimensions.

d. To examine purposeful storing.

2) To give instruction on the following in regard to the interior environment and equipment.

a. To know the ways of natural and electrical lighting suitable for the work in the room.

b. To know the ways of conditioning the temperature, humidity, and air current in the room and ways to check noises.

c. To be able to handle devices and equipment for indoor water supply and drainage.

d. To be able to maintain furniture, floor, walls, etc. in order to make indoor living comfortable.

3) To make students examine rational water usage and heating sources in home life.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach this area either in Grade 1 or Grade 2.

2) Either of 1) or 2) under the Contents can be omitted in accordance with the characteristics of the school and students.

I. Nursing

1. Objectives

To make students understand an infant's life along with the stages of mental as well as physical development through the learning activities on play, clothes and foods for infants and enhance an interest in the infant.

2. Contents

1) To give instruction on the following in regard to the stages of mental and physical development of infants.

a. To know state of development of weight, height and motor skills.

b. To know the trend of the development in linguistic and emotional life and sociability.

2) To give instruction on the following in regard to the infant's life spent mainly on their play.

a. To examine the tools and places for the safe play of infants which help infants' mental and physical development.

b. To be able to produce appropriate toys for infants.

c. To examine the necessity of helping infants to develop living habits in regard to play.

3) To give instruction on the following in regard to the infant's clothes and diet.

a. To examine ways of selecting and wearing of clothes in accordance with the purpose to wear.

b. To be able to make infant clothes for play.

c. To be able to prepare one day menu for infants.

d. To be able to prepare snacks for infants to eat between meals.

e. To examine the necessity of helping infants to develop living habits in regard to clothes and meals.

4) To make students examine the relation between the growth of infants and the environment.

3. Points for Special Consideration in Teaching

1) It should be the standard to teach this area in Grade 3.

2) The teaching of 3) of the Contents can be omitted in accordance with the characteristics of the school and students.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. Consideration should be given to the following when the teaching programme is prepared.

   1) The number of school hours to be alloted to each of the seventeen areas from A. to I. of II. OBJECTIVES AND CONTENTS FOR EACH AREA above is from 20 school hours to 35 school hours as a standard.

   2) The school should select and teach more than seven areas to both boys and girls, out of the seventeen areas from A. to I. above, paying due consideration to the realities of school and local community, the needs of students and the enhancement of understanding and co-operation between men and women. In principle, planning should be made to teach for boys five areas from the areas of A. to E. and one area from the areas of F. to I., and for girls five areas from the areas of F. to I. and one area from the areas of A. to E.

   3) Planning should be made so that learning activities may be developed comprehensively on the basis of practice training with close relationship between items given in the Contents.

2. Consideration should be given to the following with regard to the teaching of practice.

   1) To develop adequately an ability of administration such as maintenance and care for tools and devices and purchase and distribution of materials.

   2) To pay enough attention to the safety, such as arrangement of clothing and learning environment, keeping of safety regulations, etc.

3. With regard to the teaching of areas given in II. above, it should not be limited only to the acquisition of mere knowledge and skills, but to develop an ability to use positively the knowledge and skills acquired. At the same time, consideration should be given to the development of correct attitudes towards working life and to deepen the understanding of home life through the experiences of the actual work and the happiness in completing work.

4. As for "Industrial Arts and Homemaking", as an elective Subject in Grade 3, appropriate Contents should be selected from the items listed in each area above and taught deeply, paying due consideration to the realities of local community

and school so as to give each student an enjoyable work experience. In addition, such subject matters, as breeding, tree planting and Japanese *Kimono* making, can be taught if they are appropriate in a given situation.

10.

Section 9 Foreign Languages

I. OVERALL OBJECTIVES

To develop students' basic ability to understand a foreign language and express themselves in it, to deepen their interest in a language, and to help them acquire the basic understanding of the daily life and way of thinking of foreign people.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

ENGLISH

First Grade

1. Objectives

(1) To enable students to hear and speak on simple matters using primary English.

(2) To enable students to read primary English sentences on simple matters.

(3) To enable students to write about simple matters using primary English.

2. Contents

1) Language activities.

Following language activities should be conducted in order to develop students' ability of understanding English and expressing themselves in English:

a. Hearing and speaking.

The following items are to be taught:

a) To grasp the main points in topics and to understand the necessary contents.

b) To speak without missing important things, by arranging what one intends to express.

c) To reply accurately after catching the intention of the speaker.

b. Reading.

The following items are to be taught:

a) To read aloud correctly with clear pronunciation.

b) To read aloud or silently considering the content of the sentence.

c) To read aloud so that the meaning of what is written may be expressed adequately, after understanding the content of the sentence.

d) To grasp the meaning of what is written as a whole.

c. Writing.

The following items are to be taught:

a) To write down the sentence accurately after listening to it.

b) To write without missing major points by arranging what one intends to express.

c) To catch the content of what is written and to write about it.

2) Language materials.

The language activities mentioned in 1) above are to be conducted, as a rule, by using following language materials:

a. Pronunciation.

a) Current standard sounds.

b) Basic intonations.

c) Basic punctuation.

d) Basic sentence stress.

e) Accent.

b. Sentences.

a) Simple sentences.

b) Indicative affirmative and negative sentences.

c) Interrogative sentences which begin with a verb, with auxiliary verbs of 'Can', 'Do' and 'Does', or which include 'or', and begin with 'How', 'What', 'When', 'Where', 'Which', 'Who' and 'Whose'.

d) Imperative sentences which begin with verbs other than 'Be'.

c. Sentence patterns.

a) 'Subject' + 'Verb' pattern.

b) 'Subject' + 'Verb' + 'Complement' pattern in which the verb is 'be' and the complement is noun or pronoun or adjective.

c) 'Subject' + 'Verb' + 'Object' pattern in which the object is noun or pronoun.

d) Patterns which begin with 'There is' or 'There are'.

d. Words and idioms.

a) 300 to 350 words including those selected from the Attached List 1.

b) Basic idioms.

e. Grammatical items.

a) Mainly common nouns and proper nouns .

b) Personal, demonstrative, interrogative and numeral pronouns.

c) Present and present progressive forms.

f. Letters.

Capital and small letters of alphabets in printed and scriptive forms.

3. Points for Special Consideration in Teaching

As for a) under 2)-d. of the Contents, nouns with irregular plural forms and compound nouns, inflected forms of pronouns

by gender, number and case are respectively counted as one word. (Same for Grades 2 and 3.)

Second Grade

1. Objectives

(1) To enable students to hear and speak, using primary English, grasping the outline of the matters.

(2) To enable students to read primary English sentences, grasping the outline of matters written.

(3) To enable students to write sentences in primary English so that the outline of the matters can be communicated.

2. Contents

1) Language activities.

To conduct the language activities indicated in Grade 1 on the basis of the objectives for Grade 2.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials indicated for Grade 1.

a. Sentences.

a) Compound and complex sentences.

b) Interrogative sentences that begin with such auxiliary verbs as 'May', etc. and 'Why'.

c) Imperative sentences that begin with the verb 'Be'.

d) Basic exclamatory sentences.

b. Sentence patterns.

a) 'Subject' + 'Verb' + 'Complement' pattern in which the verb is other than 'be' and the complement is noun or pronoun.

b) 'Subject' + 'Verb' + 'Object' pattern in which the object is gerund or infinitive.

c) 'Subject' + 'Verb' + 'Indirect object' + 'Direct object' pattern in which the direct object is noun

or pronoun.

c. Words and idioms.

a) 300 to 350 new words including those selected from the Attached List 1.

b) Basic idioms.

d. Grammatical items.

a) Nouns other than common and proper nouns.

b) Comparative forms of adjective and adverb.

c) Forms of past, future and past progressive.

d) Present and past forms of the passive.

e) Infinitives which function as noun and adjective, and adverbial infinitives which means 'purpose'.

f) Gerund which functions as object of verb.

3) Points for Special Consideration in Teaching

As for a) under 2)-c. of the Contents above, irregularly inflected adjectives and adverbs, and irregularly inflected forms of past and past participle of verbs are counted as one separate word. (Same for Grade 3.)

Third Grade

1. Objectives

(1) To enable students to hear and speak, using primary English, grasping the main points of the matters.

(2) To enable students to read primary English sentences, grasping the main points of the matters written.

(3) To enable students to write sentences in primary English so that the main points of the matters can be communicated.

2. Contents

1) Language activities.

To conduct the language activities indicated for Grade 1

on the basis of the objectives for Grade 3.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials indicated for Grades 1 and 2.

a. Sentence patterns.

a) 'Subject' + 'Verb' + 'Object' pattern in which the object begins with 'how, etc.' + 'to infinitive' or a 'what, etc.' clause or a 'that' clause or the clause without 'that'.

b) 'Subject' + 'Verb' + 'Object' + 'Complement' pattern in which the complement is noun.

c) 'It' + 'be-verb' + '---'(+ for ---) + 'to infinitive' pattern.

d) 'Subject' + 'Verb such as tell, ask, etc.' + 'Object' + 'Infinitive' pattern.

b. Words and idioms.

a) 300 to 350 new words including those selected from the Attached List 1.

b) Basic idioms.

c. Grammatical items.

a) Restrictive use of relative pronouns of 'which', 'who' and 'that' (including the cases in which these are omitted).

b) Present perfect tense.

c) Adjectival use of present and past participles.

d) Basic use of gerund other than the use of verb as object.

3) Points for Special Consideration in Teaching

In relation to the relative pronouns indicated in a) under 2)-c. of the Contents above, the pattern of 'Preposi-

tion' + 'Relative Pronoun' should not be taught.

[Attached List 1]

The following words should be taught in any of Grades 1, 2 and 3 unless shown in 2. Contents of each grade.

a	about	across	after
afternoon	again	ago	all
along	already	also	always
am	among	an	and
animal	another	answer	any
anyone	anything	April	are
arrive	as	ask	at
August	aunt	away	
back	bad	be	because
become	before	begin	between
big	bird	black	blue
boat	book	both	box
boy	bread	break	breakfast
bring	brother	build	building
bus	busy	but	buy
by			
call	can	car	carry
catch	chair	child	city
class	classroom	clean	close
cloud	club	cold	colo(u)r
come	cook	cool	country
cry	cup	cut	
dark	daughter	day	dear
December	desk	dictionary	dinner
do	does	door	down
draw	drink	drive	during
each	ear	early	easy
eat	eight	eighteen	eighth
eighty	either	eleven	eleventh
English	enough	evening	ever
every	everyone	everything	eye
face	fall	family	far
farm	fast	father	February
few	fifteen	fifth	fifty
find	fine	finish	first
fish	five	flower	fly
food	foot	for	forget
forty	four	fourteen	fourth
Friday	friend	from	fruit
game	garden	get	girl
give	glad	glass	go
good	goodby(e)	great	green
ground	grow		
hair	half	hand	happy

hard	has	have	he
head	hear	help	her
here	hers	high	hill
him	his	holiday	home
hope	hot	hour	house
how	hundred		
I	if	in	interesting
into	invite	is	it
its			
January	Japan	Japanese	July
June	just		
keep	kind	kitchen	know
lake	large	last	late
learn	leave	left	lend
let	letter	library	light
like	listen	little	live
long	look	lose	love
lunch			
make	man	many	March
May	may	me	meet
milk	mine	minute	Miss
Monday	money	month	moon
more	morning	most	mother
mountain	mouth	Mr.	Mrs.
much	music	must	my
name	near	need	never
new	newspaper	next	nice
night	nine	nineteen	ninety
ninth	no	noon	nose
not	notebook	November	now
o'clock	October	of	off
often	old	on	once
one	only	open	or
other	our	ours	out
over			
page	paper	park	past
pen	pencil	people	picture
plane	play	please	poor
pretty	put		
question	quickly		
rain	read	ready	red
rich	ride	right	rise
river	room	run	
same	Saturday	say	school
sea	season	second	see
sell	send	September	seven
seventeen	seventh	seventy	shall
she	shop	short	should
shout	show	sick	since
sing	sister	sit	six

sixteen
sleep
snow
something
sorry
spring
station
store
student
sun
table
teach
tenth
the
then
think
this
through
to
too
Tuesday
twenty
uncle
up
very
wait
warm
way
well
which
whose
window
woman
would
yard
yesterday
your

sixth
slowly
so
sometimes
speak
stand
stay
story
study
Sunday
take
teacher
than
their
there
third
those
throw
today
town
turn
two
under
us
village
walk
wash
we
what
white
why
winter
word
write
year
yet
yours

sixty
small
some
son
spend
star
still
street
such
swim
talk
tell
thank
theirs
these
thirteen
thousand
Thursday
together
tree
twelfth

understand
use
visit
wall
watch
Wednesday
when
who
will
with
work

yellow
you

sky
smile
someone
soon
sport
start
stop
strong
summer

tall
ten
that
them
they
thirty
three
time
tomorrow
try
twelve

until(or till)

want
water
week
where
whom
wind
without
world

yes
young

German

First Grade

1. Objectives

Objectives of English for Grade 1 are applied correspondingly.

2. Contents

1) Language activities.

Objectives of English for Grade 1 are applied correspondingly.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials.

a. Sounds.

a) Standard sounds currently practised.

b) Major accents in words.

c) Basic intonation of a sentence.

b. Words.

Approximately 350 new words.

c. Grammatical items.

a) Definite and indefinite articles and their inflections.

b) Basic inflections of noun.

c) Personal, possessive, interrogative, basic demonstrative and indefinitive pronouns.

d) Affix inflection and basic use of adjective.

e) Present tense of verb.

f) Basic adverb.

g) Basic preposition.

h) Basic coordinating conjunction.

i) Mainly mono-sentence.

j) Indicative, interrogative, imperative and exclamatory sentences.

k) Regular and inverse positions of definite verb in the rules of word order.

d. Letters.

Capital and small letters in printed and scriptive

forms.

3. Points for Special Consideration in Teaching

As for b. under 2) of the Contents above, simple words, compound words and derivatives are respectively counted as one word. (Same for Grades 2 and 3.)

Second Grade

1. Objectives

Objectives of English for Grade 2 are applied correspondingly.

2. Contents

1) Language activities.

Language activities of English for Grade 2 are applied correspondingly.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials for Grade 1.

a. Words.

Approximately 350 new words.

b. Grammatical items.

a) Basic use of relative pronoun.

b) Comparative inflection of adjective and its basic use.

c) Detached and attached verbs, reflexive and impersonal verbs.

d) Past, future and basic forms of perfect among the tense of verb.

e) Auxiliary verb narration: konnen and mussen.

f) Basic use of infinitive with 'zu'.

g) Basic passive form.

h) Comparative inflection of adverb and its basic use.

i) Basic subordinate conjunctions.

j) Basics of main and auxiliary sentences.

k) Post position of definite verb in the rules of word order.

3. Points for Special Consideration in Teaching

With regard to b) under 2)-b. of the Contents above, it is allowed to teach basic use of adjective as noun.

Third Grade

1. Objectives

Objectives of English for Grade 3 are applied correspondingly.

2. Contents

1) Language activities.

Language activities of English for Grade 3 are applied correspondingly.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials for Grades 1 and 2.

a. Words.

Approximately 350 new words.

b. Grammatical items.

a) Basic use of present and past participales.

b) Basic use of auxiliary verb for narration.

c) Passive form of the intransitive verb.

d) Perfect of passive form and auxiliary verb for narration among the tense of verb.

e) Basic use of superative degree of adjective.

f) Noun use of adjective.

g) Basic use of superative degree of adverb.

h) Basic relative adverb.

3. Points for Special Consideration in Teaching

With regard to a. under 2) of the Contents above, it is allowed to teach German letters in printing form.

French

First Grade

1. Objectives

Objectives of English for Grade 1 are applied correspondingly.

2. Contents

1) Language activities.

Language activities of English for Grade 1 are applied correspondingly.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials.

a. Sounds.

a) Standard pronunciation currently practised.

b) Rising and falling intonations.

c) Primary accent.

b. Words.

Approximately 350 new words.

c. Grammatical items.

a) Rules of inflection of the gender and number of noun.

b) Definite, indefinite and partial articles.

c) Mainly personal pronoun.

d) Rules of inflection of the gender and number, qualitative adjective, and numerical, possessive

and interrogative adjectives.

e) Present tense of verb for indicative mood.

f) Conjugations of 'avoir' and 'être', of first and second groups of regular verbs, and of irregular verbs of high frequency of use such as 'aller', 'faire', 'prendre' and 'voir'.

g) Basic adverb

h) Basic preposition

i) Basic conjunction

j) Affirmative, negative and interrogative sentences.

d. Letters.

Capital and small letters in printed and scriptive forms.

3. Points for Special Consideration in Teaching

As for b. under 2) of the Contents above, those nouns and adjectives of which feminine and plural forms are irregular, and irregular conjugated forms of verb are counted respectively as one word. (Same for Grades 2 and 3.)

Second Grade

1. Objectives

Objectives of English for Grade 2 are applied correspondingly.

2. Contents

1) Language activitives.

Language activities of English for Grade 2 are applied correspondingly.

2) Language materials.

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials for Grade 1.

a. Words.

Approximately 350 new words.

b. Grammatical items.

a) Exceptional cases of inflection of the gender and number of noun.

b) Exceptional cases of inflection of the gender and number of qualitative adjective and its comparative.

c) Basic use of relative pronoun.

d) Compound past, simple future of indicative mood of verb and imperative.

e) Basic conjugation of irregular verbs and of regular verbs of the first group which inflect in stem.

f) Exclamatory and imperative sentences and sentence with subordinate clause.

3. Points for Special Consideration in Teaching

As for f) under 2)-b. of the Contents, basic ones should be dealt with.

Third Grade

1. Objectives

Objectives of English for Grade 3 are applied correspondingly.

2. Contents

1) Language activities

Language activities of English for Grade 3 are applied correspondingly.

2) Language materials

The language activities of 1) above are to be conducted as a rule using the following language materials in addition to the language materials for Grades 1 and 2.

a. Words.

Approximately 350 new words

b. Grammatical items.

a) Basic indefinite adjective.

b) Interrogative pronoun and basic indefinite pronoun.

c) Imperfect past tense of indicative mood of verb.

d) Conjugation of pronominal verb, passive verb and frequently used irregular verb.

e) Negative interrogative sentence and passive voice.

3. Points for Special Consideration in Teaching

As for e) under 2)-b. of the Contents, basic ones should be dealt with.

Other Foreign Languages

Other foreign languages should be conducted in accordance with I. OVERALL OBJECTIVES above and the objectives and contents of English, German and French for each grade indicated in II. OBJECTIVES AND CONTENTS FOR EACH GRADE.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL THREE GRADES

1. In preparing the teaching programme, consideration should be given to the following:

(1) Balance should be kept between hearing, speaking, reading, and writing.

(2) Language activities and materials indicated in the Contents for each grade should be not only taught in the given grade but also repeated in the following grades. Also fundamental language materials may be taught, if it is considered to be more effective to give preparatory instruction on them in the preceding grade.

2. A variety of topics should be selected from among those concerning the daily life, manners and customs, stories, geography, history, etc. of the people who use that particular language in daily life, as well as those of other peoples in the world.

In addition, the topics should be given mainly in the forms of expository sentences and dialogue in each grade, but such forms as story, drama and correspondence, may be added in Grade 2 and above.

3. If necessary, to use phonetic symbols as auxiliary means for practice of pronunciation.

4. It is desirable to instruct students so that they may become familiar with the use of the dictionary.

5. Instruction should be given to the basic use of punctuation such as full stop, question marks, comma and exclamation mark, if necessary.

6. When students begin to study a foreign language for the first time in Grade 2 or Grade 3, instruction should start from the Contents indicated for Grade 1.

Section 10 Other Specially Necessary Subjects

Specially necessary subjects as stipulated in the Paragraph 2 under the Article 53 of the Enforcement Regulations of the School Education Law could be provided at school, in addition to the Subjects from Sections 1 to 9 of this chapter, in case they are specifically needed in terms of the realities of the region and the school, the careers and characteristics of the students. In this case, the establisher of the school should decide appropriately the name, objectives, contents, etc. of the Subject.

CHAPTER 3 MORAL EDUCATION

I. OBJECTIVES

The objectives of Moral Education are based on the basic spirit of education stated in the Fundamental Law of Education and the School Education Law. Moral Education, in other words, is aimed at realizing the spirit of respect for human dignity in the actual life of family, school, and community, endeavouring to create a culture that is rich in individuality and to develop a democratic society and state, training Japanese to be capable of contributing to a peaceful international society, and cultivating morality as the foundation thereof.

In the class of Moral Education, based on the above objectives, instruction should be given so as to deepen the self-consciousness of a way of life as human beings, and to develop students' ability to practice morality by maintaining close relations with moral education conducted in the class of each Subject and in Special Activities, and supplementing, intensifying, and integrating the moral education through systematic and developmental instruction, by enhancing students' ability to make moral judgement, by enriching their moral sentiments, by seeking improvements in their moral attitudes and the willingness for practice.

II. CONTENTS

1. To hold life, in high regard, promote mental and physical health, and make their life temperate and balanced.

   (To respect their own and others' life, promote mental and physical health, and to strive to build a steady life by commanding self-control without behaving impulsively.)

2. To comprehend and acquire proper modes of behaviour in daily life.

   (To arrange in order one's surroundings and nearby environment, make effective use of time and object, lead a regulated life, and at the same time to understand the significance of manners and etiquette, and to become able to speak and behave properly according to the situations they are placed in.)

3. To positively grapply with and carry through things with might and determination.

   (To strive to put into practice what one thinks to be right in one's own sight with courage and from a broad perspective, and to accomplish what should be done with patience and without giving in to hardships.)

4. To have a developed consciousness of being truly human beings, to think and make up their minds by themselves, and to answer for the consequences.

   (To develop an independent and self-reliant attitude, to carry out faithfully what one has chosen to do and frankly assume responsibility for one's own conduct as well as to have pride as a human being.)

5. To respect others with different ideas and positions, to understand that there are various views and ideas on any given subject, and to be broad-minded enough to learn from others.

   (To respect individuality and the position of each person, to be tolerant towards different views and behaviour, and to listen to others' suggestions and advice for one's own self-reflection and improvement.)

6. To realize the value of work, and pursue a substantial life aimed at true happiness.

   (To realize the pleasure of work by accomplishing what has to be done, to build a basis for proper understanding about an occupation, to plan an effective use of leisure, and to strive to seek a satisfactory life worth living without being engrossed in immediate desires.)

7. To love and pursue the truth, and explore creatively human life, aiming at the realization of an ideal.

   (To always have a hope, and positively seek for and pursue the truth, and by looking solemnly at the reality and judging things with reason, seek higher objectives and strive for their realization, while rejecting easy-going compromises.)

8. To find joy in living as a human being, and cultivate the spirit of warm, humanistic love.

   (To have warm relations with every person, trusting the strength and nobility inherent in man, and recognizing frankly that man has weaknesses and ugliness in a way, endeavour to overcome these weaknesses, and have a sympathetic heart towards other people.)

9. To have a rich heart capable of loving nature, of being impressed by beautiful things, and of responding honestly to the sublime.

   (To think about the relationship between nature and man, to have a heart capable of loving nature and things that are

beautiful, and realizing the fact that man is not endowed with limitless power, endeavour to have a sense of awe towards things that are beyond human ability.)

10. To understand the value of friendship, find friends in whom they can have full confidence, and thereby to seek mutual enrichment.

    (To respect one another and help each other hoping for the betterment of the other party, and rather than following friends aimlessly, endeavour to cultivate a genuine friendship capable of giving advice and encouragement to each other.)

11. To recognize that men and women should mutually respect the personality of the other, and acquire a sound view of the opposite sex.

    (To understand that men and women should understand the position and traits of the other and help each other, and seek mutual betterment through pure and clean relationship.)

12. To gain awareness as members of respective families and communities, and endeavour to enrich the community life through mutual co-operation.

    (To realize that one's own position is supported by the members of the family, by the people with whom they come in contact daily and by their predecessors, deepen the sense of esteem and gratitude, and seek to contribute to the construction of a bright household and the development of the hometown.)

13. To understand the significance and objectives of various groups to which they belong respectively, and co-operate with each other for the enrichment of their life.

    (To cultivate the spirit of loving the group such as school, class, etc. to which one belongs, respect rules, fulfill one's role willingly, and endeavour to contribute to the enhancement of group life by respecting harmony and overcoming selfishness and narrow-minded group consciousness.)

14. To distinguish the public life from the private one, pay respect to public welfare, and aim for the materialization of an ideal society with a sense of social solidarity.

    (To foster a sense of public morality, strive for the welfare of the public and the development of the society, and at the same time to make efforts to realize a better society

in which there is respect for justice and no discrimination or prejudice.)

15. To understand the spirit of the law and the significance of rights and duties so as to strengthen the discipline of society.

(To cultivate the attitude of carrying out one's duties faithfully while standing firm on proper rights, paying due respect to the law-abiding spirit and realizing the relations between rights and duties, and thereby joining hands with others to endeavour to enhance the discipline of society.)

16. To grow up as men and women who would, with the realization of being Japanese, love our nation and strive for our nation's advancement on the one hand, and contribute towards the welfare of mankind on the other.

(To deepen the understanding of and affection towards our country and culture, contribute towards the preservation of superior traditions and the creation of new culture, and strive to grow into men and women who would contribute towards world peace and human happiness all of the time from an international point of view.)

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. Teaching in the class of Moral Education should be conducted by the teacher in charge of a classroom as a principle.

2. In preparing the teaching programme, consideration should be given to taking up and emphasizing the particularly important contents on the basis of the correlation between Moral Education conducted in the class of each Subject and in Special Activities, and to linking the several contents to one another for teaching.

3. Those which are in parentheses under each item of II.CONTENTS indicate the remarks to which consideration should be given in teaching each item, and therefore the teacher should prepare his teaching programme by giving sufficient attention to them. The listing of the contents does not necessarily show the order in which teaching should be conducted.

4. The teaching programme should be prepared specifically according to the realities of the region and students, and should be treated with flexibility and not to be viewed as fixed.

5. In instructing students, consideration should be given to deepening mutual understanding between the school, the families and the community so that the effectiveness of teaching may be further enhanced.

6. It is important to be aware of the level of the students' morality at all times. However, it is not proper to apply the same rating method that is used for each Subject with respect to the evaluation in the class of Moral Education.

CHAPTER 4 SPECIAL ACTIVITIES

I. OVERALL OBJECTIVES

Through desirable group activities, to promote harmonious development of mind and body, to develop the individuality, to enhance the self-awareness of being a member of group, and to cultivate self-reliant independent and practical attitude to enrich the school life in co-operation with others.

II. CONTENTS

A. Students' Activities

1) Activities of classroom assembly.

Classroom assembly, organized by all students in each class, should perform the activities to solve various problems concerning class life, and also perform the activities to let everyone contribute to the class work and to promote pleasant and orderly classroom life.

2) Activities of students' council

Students' council, organized by all students of the school, should conduct the activity to improve and enrich school life, the activity to liaison and co-ordinate various students activities other than activities of students' association and the activity to co-operate with school events.

3) Activities of clubs.

Club should be composed, as a rule, of students who share a common interest and concern, irrespective of their grades and classes. All the students should participate in one of the club activities, either of a cultural, physical or productive nature.

B. School Events

1) Ceremonial events.

To organize activities so that the school life may show a significant variety, and the students may feel invigorated and be motivated towards strengthened participation in school life.

2) Study-related events.

To organize activities so that the outcomes of everyday learning activities may be comprehensively utilized and the students may cultivate the desire for their further improvement.

3) Physical education-related events.

To organize activities which contribute to the healthy development of student's mind and body and their physical strength, and also help students behave fairly, observe regulations and fulfill responsibility in collaboration with others.

4) Excursion-related events.

To organize activities so that students may widen their knowledge and experience in the living circumstances not daily observed, and have desirable experiences concerning the rules of group life and public morality.

5) Events related to health and safety education.

To organize activities so that students may deepen their understanding of mental and physical development, and of maintenance and promotion of health, and learn the safety behaviour.

6) Events related to work and production.

To organize activities so that students may appreciate the value and significance of work, experience the pleasure of work and creating of things, and at the same time obtain enlightening experiences regarding vocation and social service.

C. Classroom Guidance

1) Regarding the behaviour of an individual as well as a member of the group.

Such problems as the adjustment to new school life, the solution of individual sufferings or anxiety, the establishment of desirable human relations, and the understanding of their own individuality, should be dealt with.

2) Regarding the fulfillment of learning activities.

Such matters as the advice on the appropriate selection of elective Subjects, etc., the solution of inadaptability to learning activities, the motivation and positive attitude towards learning and the way of utilization of school library should be taken up.

3) Regarding the appropriate choice of future courses.

Such matters as the scrutiny of one's own aptitudes, the clarification of future course and the method for appropriate choice of future course should be taken up.

4) Regarding healthy and safe living.

Such matters as the promotion of health both in body and mind, adaptation to the sexual growth, the habitualization of safety behaviour and the guidance on the school lunch programme should be taken up.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINT FOR SPECIAL CONSIDERATION IN TEACHING

1. The teacher in charge of guidance on special activities should be determined as follows:

1) With regard to the guidance of activities of classroom assembly and the guidance of classroom, the teacher in charge of the class should provide guidance for each class in principle, and in case necessary, co-operation of other teachers should be called for.

2) With regard to the guidance on activities of students' council, activities of clubs and of school events, guidance should be provided appropriately with the co-operation of all teachers of the school.

2. The teaching programme should be prepared, in such a way as to display the school's originality and to promote students' own practical activities, paying due consideration to the developmental stage of students. With regard to the student's activities, consideration should be given to the development of voluntary and self-governed activities of students under the proper guidance of teachers. At the same time, consideration should be given so that the educational counselling (including counselling the student's future course) is appropriately conducted in close contact with student's family.

3. The school hours allocated to each of activities of classroom assembly, activities of clubs and classroom guidance (excluding the school hours for school lunch programme) are to be decided properly paying consideration to the actual situation of school and class. With regard to the activities of clubs, it is necessary to pay consideration so that the club activities are performed every week. Also

consideration should be given to the proper implementation of educational programmes under the school's initiative, which have deep relevance to club activities.

4. When ceremonies are held on national holidays and other holidays, it is desirable to hoist the national flag and to make students sing the national anthem in unison, in addition to making students understand the significance of these national holidays and other holidays.

5. With regard to classroom guidance, it is necessary to provide planned guidance on the basis of deeper understanding of individual students and warmer relationships between teachers and students.

ANNEX Extract from the Enforcement Regulations of the School Education Law

Chapter 3 Lower Secondary School

Article 53 The lower secondary school curriculum shall be organized with compulsory Subjects, elective Subjects, Moral Education and Special Activities.

2. Compulsory subjects shall be Japanese Language, Social Studies, Mathematics, Science, Music, Fine Arts, Health and Physical Education, and Industrial Arts and Homemaking; elective subjects shall be Music, Fine Arts, Health and Physical Education, Industrial Arts and Homemaking, and Foreign Languages, as well as such other specially necessary Subjects as prescribed in the Course of Study for Lower Secondary Schools under the provisions of Article 54-2.

3. The elective subjects mentioned above shall be offered with due consideration for the realities of the region and the future courses and characteristics of the students.

Article 54 The number of teaching hours for each of the compulsory Subjects, Moral Education and Special Activities in each grade of lower secondary school (The number of teaching hours for Special Activities shall be the number allocated for Activities of Classroom Assembly, Activities of Clubs and Classroom guidance (excluding guidance concerning school lunch programme) which is prescribed in the Course of Study for Lower Secondary Schools) and the number of teaching hours for elective Subjects and others in each grade and the total number of teaching hours for each grade are indicated as the standard in the Annexed Table 2.

Article 54-2 In addition to the conditions specified in this Chapter, the lower secondary school curriculum shall be in conformity with the Course of Study for Lower Secondary Schools which the Minister of Education, Science and Culture makes public separately as the standard for curriculum.

Annexed Table 2

Classification		Grade 1	Grade 2	Grade 3
Number of School Hours for Compulsory Subjects	Japanese Language	175	140	140
	Social Studies	140	140	105
	Mathematics	105	140	140
	Science	105	105	140
	Music	70	70	35
	Fine Arts	70	70	35
	Health and Physical Education	105	105	105
	Industrial Arts and Homemaking	70	70	105
Number of School Hours for Moral Education		35	35	35
Number of School Hours for Special Activities		70	70	70
Number of School Hours for Elective Subjects and Others		105	105	140
Total Number of School Hours		1,050	1,050	1,050

Remarks:

1. One school hour in this table shall be fifty minutes.

2. The number of teaching hours for elective Subjects shall be allotted to more than one elective Subjects and to additional teaching in Special Activities.

3. As for elective Subjects, the standard teaching hours for Music, Fine Arts, Health and Physical Education, and Industrial Arts and Homemaking shall be 35 in Grade 3. The standard teaching hours of Foreign Languages shall be 105 in each Grade and teaching hours of Other Specially Necessary Subjects prescribed in the Course of Study for Lower Secondary Schools shall be 35 in each Grade.

Supplementary Provisions of the Ministry of Education, Science and Culture Ordinance No.30 of July 23, 1977.

This Ministry Ordinance shall be enforced from April 1, 1980.

COURSE OF STUDY FOR
LOWER SECONDARY SCHOOLS IN JAPAN

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豊橋	440	豊橋市呉服町40（豊川堂内）	豊橋 0532 (54) 6688
津	514	津市中央12番12号	津 0592 (28) 4812
大津	520	大津市中央1丁目5番2号（尺五堂書店）	大津 0775 (24) 2683
京都	604	京都市中京区河原町六角下ル東入	京都 075 221 4444
大阪	550	大阪市西区江戸堀1丁目2番14号（肥後橋前）	大阪 06 443 2171
大阪満戸	530	大阪市北区天満2丁目3番2号（天満橋北詰）	大阪 06 352 3361（代）
神戸	650	神戸市中央区北長狭通5丁目4番3号	神戸 078 341 0637
奈良	630	奈良市橋本町36番地（奈良明新社）	奈良 0742 (22) 8844
和歌山	640	和歌山市本町1の7（宮井平安堂）	和歌山 0734 (31) 1331
鳥取	680	鳥取市末広温泉町164（富士書店）	鳥取 0857 (23) 7271
松江	690	松江市殿町63（今井書店）	松江 0852 (24) 2230
岡山	700	岡山市駅前町1丁目地下街区3号（山田書房）	岡山 0862 (23) 7048
広島	730	広島市中区鉄砲町3番55号（女学院南側）	広島 082 228 2868
山口	753	山口市中央5の15の6	山口 0839 (22) 0582
徳島	770	徳島市1番町3丁目22番地（小山助学館）	徳島 0886 (54) 2135（代）
高松	760	高松市番町1の9の16	高松 0878 (51) 6055・6056
松山	790	松山市三番町4丁目6の13	松山 0899 (41) 7879
高知	780	高知市本町5丁目2の21	高知 0888 (72) 5866
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福岡県庁内	812	福岡市博多区東公園7番7号（福岡県庁内）	福岡 092 641 7838
北九州	803	北九州市小倉北区城内1の1（北九州市役所内）	北九州 093 582 4124
佐賀	840	佐賀市白山1丁目2番18号	佐賀 0952 (23) 3722
長崎	850	長崎市出島町5番15号（税関前）	長崎 0958 (22) 1413
熊本	860	熊本市新町4丁目1番19号（長崎次郎書店）	熊本 096 352 5069
大分	870	大分市中春日町5番22号（春日歩道橋南）	大分 0975 (32) 4308
宮崎	880	宮崎市橘通東3丁目1番6号（田中書店）	宮崎 0985 (24) 0386
鹿児島	892	鹿児島市中町12番7号（西本願寺前）	鹿児島 0992 (24) 0141
那覇	900	那覇市久茂地1丁目1の29（文教図書）	那覇 0988 (63) 5288

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